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ABSTRACT

Designed to give directors and teachers of the basic communication course new ideas, increased enthusiasm, and an easier work load, this course segment is in three major parts. Part 1 discusses course administration, including direction, design, and administration. Chapters in part one are: (1) Economics of the College Basic Communication Course; (2) Course Design (including sample objectives and syllabi); and (3) Administrative Policy (with suggestions for basic course administration and working with teaching assistants). Part two covers special instructional techniques, with chapters discussing: (4) Technology and Videotape in Communication Instruction; and (5) Using the Case-Discussion Method. Application is the topic of part three, with chapters on: (6) Uniqueness of Teaching Speech Communication; (7) Things to Do: Assignments, Activities, Feedback Forms; and (8) Activities to Improve Teaching. A final section lists 87 references and suggested readings. (SR)

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TEACHING COMMUNICATION: IDEAS FOR TEACHERS AND DIRECTORS OF THE BASIC INTERPERSONAL OR PUBLIC SPEAKING COLLEGE COURSE

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Presented as part of a short course on "Assuring Quality and Standard Evaluation in the Basic Speech Communication Course: Training and Supervising Graduate Students," at the annual meeting of the Speech Communication Association, San Francisco, November 20, 1989.

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"A professor is one who talks in someone else's sleep."
--Wystan Hugh Auden, English Poet

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Preface

From the first communication course I took at Michigan State University back in the 1960's through the one I'm teaching this semester, I have always loved the college basic communication course. Those years at five colleges and universities have given me some ideas about how to make the process of basic course instruction and direction more effective. As part of a Speech Communication Association short course on training and supervising graduate teaching assistants, this booklet is designed to generate thought that can help you to administer and teach the basic course. Thus, the intention is to give teachers and directors of the basic course:

1. New ideas.
2. Increased enthusiasm.
3. An easier workload.

This book is organized into three major parts:

I. Course Administration (including direction, design, and administration),
II. Effective Instructional Techniques (including teacher responsibility, grading, organization, special demands of speech instruction, and use of technology), and
III. Application (activities and assignments for teachers and students).

If at times I seem "preachy," I apologize. My intention is to be pragmatic and to share what research and experience have taught me. While directing the basic course, I felt a need for a book that could delineate policies and strategies to enhance effective teaching in the speech communication classroom. Because of your attendance at this workshop, I suspect you also feel such a need. Workshop participants are welcome to use and copy any portion of this booklet for use in their own basic courses. Others should be aware that this material will be part of a copyrighted teacher's manual and is protected.

I express my appreciation to the scholars, conference participants, teachers, colleagues, students, and family who inspired for this manuscript. In reality, most of these wonderful ideas came from other people. Some activities, for example, were adapted from the first edition of Discovering Public Communication, by my co-author, Richard G. Nitcavic, Gorsuch-Scarisbrick Publishers. An earlier version of the chapter on economics was given as a paper at the 1989 annual Central States Communication Association

meeting. Preparation of Teaching Speech Communication was funded in part by an instructional improvement grant from the Fulbright College of Arts and Sciences (under the direction of Richard Rea), University of Arkansas--Fayetteville, and by a teaching enhancement grant from the University of Missouri--Kansas City. My hope is that this book and this workshop will fuel new sparks in the fire that makes you teach or direct the basic course.

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Chapter 1: Economics of the College Basic Communication Course

"I have never let my schooling interfere with my education."
--Mark Twain

Perhaps the most important course in college communication departments is the basic course. The basic course can provide solid content and the image that your department desires. Although the basic course may help pay the bills in some departments, the concern here is that students receive the best possible instruction at an affordable price.

The assumption of this book is that the basic communication course is crucial to your department. In addition, the basic course can be a most fun, interesting, and influential course. By way of a philosophical underpinning, there are at least seven good reasons why the basic communication course may be crucial to your department. Although these ideas may apply to any course to some extent, they seem to be most relevant to the college basic communication course.

COMMUNICATION COMPETENCE IS NEEDED. First, basic course students come with expectations that include improvement of their communication competence. No other skills are so closely tied to a student's personal success. Improved communication skills will directly affect students' interpersonal relationships, employment, and participation in their community. Whether your basic course has an interpersonal, public speaking or combination approach, faculty need to develop ways to teach and measure communication competence (e.g. VanHoeven, 1985).

DETERMINES DEPARTMENTAL REPUTATION. The department's reputation is closely tied to the reputation of the basic course. For many people, the basic course will be the only contact they have with the department. If your school requires that many students take the course, students, faculty, and administrators may come to know your department by the reputation of the basic course.

REQUIREMENT BRINGS ACCOUNTABILITY. A third consideration is that many colleges have selected this course as a requirement because they consider the skills taught to be valuable. Your basic communication course may be required, for example, by the school of education, the department of business, and many other divisions. They require the course because of their perception of the value of the skills taught in the course. If the business department requires the course because they want their majors to learn public speaking skills, and your course has evolved into an interpersonal course, they may change the requirement. The requirement aspect necessitates coordination about the expectations of faculty and students throughout the institution. Faculty may even want to incorporate the views of alumni when they design or modify their course (e.g. Johnson, Szczupakiewicz, 1987).

SUPPLIES COMMUNICATION MAJORS. Another reason for its significance is that many of the students in the basic course will become interested in the field and change to communication majors. Numerous departments around the country are experiencing an increase in enrollment directly related to the success of the basic course. Certainly, many students begin college as communication majors, but many others select to major in communication after they take the basic course.

INFLUENCES TEACHER ATTITUDE. While any course influences teacher attitudes, the basic course has a unique influence on teacher attitude, probably for three reasons: course repetition, mundane speech topics, and superficial coverage of content. Certainly, teachers of the basic course can learn about various subjects, teaching themselves and working with their colleagues. For some professors, however, the basic course is repetitious and boring. Often there are many sections or one large section of the basic course that needs to be staffed semester after semester, year after year. Unless the teachers or director can find ways to breathe new life into the course, faculty energy may die quickly.

For those who teach a basic course in public speaking, we try to encourage our students to talk about "subjects of importance." Many college first-year college students don't know or care about many different subjects. So, we listen to speeches on the same topic over and over again, or we listen to a wide variety of topics on which some students are ill-informed or couldn't care less. Certainly some of the fun of teaching the course is listening to speeches that enable us to learn about a variety of topics. Many of those speeches, however, may be filled with misinformation. Because of their great breadth of content, most teachers are not in a position to be able to evaluate the accuracy of student speeches. As one frustrated teacher explained: "I was never so ill informed as when I listened to student speeches in the basic course."

For those who teach an interpersonal basic communication course, we sometimes feel like the head of large group therapy. Although we want our students to find meaningful connections between improved communication skills and their personal relationships, most of us are ill-equipped for the occasional "true confessions" that come out in the basic course classroom. Usually clear ground rules up-front help, but we still may encounter students who spill psychological problems in the classroom.

The special type of interaction characteristics of most basic communication courses allows students and faculty to interact in a unique way. For some communication faculty who teach upper level and graduate students majoring in communication, the basic course is their only exposure to a cross section of students. That cross-section of first-year students may be exciting for some teachers and frustrating for others.

COMMUNICATION APPREHENSION BRINGS DEMANDS. Many students will come to the basic course with serious communication apprehension, yet they are required to pass the course. Anyone who has taught public speaking very long has probably encountered a variety of manifestations of the problem. For some students, their communication apprehension causes physical and emotional disturbances: the graduating senior who is trying the course for the fourth time, the young man who vomits before every class, and the student who "breaks down" in front of the class are real people who need a way to survive the course. For these students, the basic communication course is not just another class. Appropriate handling of these is students requires training and sensitivity.

AFFECTS FACULTY REPUTATIONS. Finally, other departmental members will learn about department teachers through what they hear from students. Few faculty actually sit in the classroom to observe other faculty. Most of what they know about other people's teaching--although hopefully they "take it with a grain of salt"--is based on what students say. Whether the comments are overheard or given directly, students seem to have a lot to say about teachers in a basic course. Thus, a faculty member may be a wonderful teacher in an upper level course he or she enjoys, but without effective and enthusiastic instruction in the basic course, his or her reputation may suffer.

The teacher of the basic communication course has responsibilities which reach far beyond the typical instructional situation. Today's shrinking budgets and increased demands on faculty, however, has created new demands on the directors and teachers of the basic communication course. As the poster says, "I'm looking forward to the day when educators receive all the money they need and the Air Force has to hold a bake sale to raise money for a bomber." Until such a day comes, teachers and administrators need to seek the best possible education for their students in more cost efficient ways. Thus, the purpose of this chapter is to discuss several cost-saving measures for the college basic communication course: obtaining grants, using a course workbook, teaching large-section courses, employing a personalized system of instruction (PSI), and modifying multi-section courses.

Probably the key to solving any problem is enhancing one's creative thinking. Of course, we don't want to "reinvent the wheel" as the saying goes. Thus, the basic course director or instructor may find it helpful to contact a variety of experienced people. Although you may find it difficult to get your faculty to meet together to solve problems about the basic course, a brainstorming session to explore and test ideas can be valuable. There are also a variety of external sources, such as other basic course directors.

OBTAINING GRANTS

Most colleges and universities have an office or department that helps faculty obtain grants from internal and external funding sources. A college instructional improvement grant, for example, may give the seed money to launch a project. As a basic course director, you may be able to receive an instructional improvement grant to help in structuring and supervising the course. Such grants can give basic course directors and faculty an opportunity to investigate new and creative methods for improving the basic course.

Financial assistance may be provided to attend conferences, develop materials, hire a student aid or graduate assistant, purchase audio-visual aids, and other uses. A faculty member may simply--or not so simply--obtain release time to work on a reorganization of the basic course. Even without monetary support, faculty may find that extra time to work on developing new ideas will help.

USING A COURSE WORKBOOK

Because most instructors give the basic communication course a skill or application orientation, they use many activities in the basic course. Whether the activities are speaking assignments or in-class activities to illustrate a particular points, these activities often require a handout.

Most teachers of basic communication courses use many handouts for application activities and speech feedback, the cost of which can be astronomical. Just making copies of sufficient speech critique sheets can increase departmental expenses quickly. Take an example of a basic course that has an annual enrollment of 1500 students a year. If instructors average just 10 pages of handouts for the course, at a rate of $.10 per page, that amounts to $1500 per year. The more instructors and students involved in the course, the faster the costs rise. For many schools, large student enrollments and the need for copying runs the annual bill into many thousands of dollars.

The use of a course workbook shifts some expense off of the department and on to the students. One department that prints its own workbook even includes materials typically given to students by their college library, thus saving library funds too. In some cases, departments may charge lab fees or increase the workbook price to defray departmental costs. There are several approaches to doing a workbook for the basic communication course.

Probably the most economical and efficient way is to adopt a PUBLISHED workbook in addition to the course textbook. Developing Public Communication (Nitcavic & Aitken, 1989) and Skill Building for Interpersonal Competence (Ratliffe & Hudson, 1987) are two such workbooks, one with a public speaking orientation, the other with an interpersonal orientation. A workbook may contain, for example, a variety of assignments that can be adapted to any situation, in-class activities to demonstrate basic communication concepts, and speech and group discussion critique sheets. A book that costs under $15 added to the cost of a $25 paperback textbook still costs students far less than they spend on texts for many other courses.

Some faculty compile their own works and COPY MATERIALS IN-HOUSE or provide the package at a local business such as Kinko's faculty publishing. Of course, the faculty must be careful about copyright laws in these cases. A local business or bookstore can sell these materials to the students. Although this approach may be more expensive for students than a published workbook, it certainly saves the department many dollars. At one university, for example, materials required of basic communication course students under this format cost over $40, but even added to a $25 textbook, students spend less than they might on a single organic chemistry text.

Faculty who have accumulated course materials--particularly new activities from their own creative ideas that are not already available in a published workbook--may find it helpful to seek a publisher. If you will consume many in your own department, a publisher may agree to publish a workbook for you as part of their custom publishing services. Gorsuch-Scarisbrick and other publishing companies have special divisions that provide such services to faculty who can guarantee a certain number of book sales. Particularly in today's world of computer word processing and laser printers, your own professional-looking workbook can be published relatively efficiently and economically. Not only is the cost burden lifted from the department, but individual faculty or the department can reap the benefit of the publication royalties. For example, some faculty have royalties sent directly to their department to be used for audio-visual materials or conference travel for faculty.

TEACHING LARGE SECTION COURSES

Another cost-saving measure is to increase the size of class enrollment. For most instructors, this idea is less than attractive. Many communication faculty take pride in their small classes, in which students can actively participate. More than one faculty member has said: "When public speaking--or interpersonal or group discussion--classes go to a large lecture format, that's when I teach something or somewhere else." Although most of us agree that large section courses are not the best choice, you may find yourself in a situation where you have no choice. The large section course does not, however, need to be a negative teaching or learning experience. You may need to temporarily use a large section method, for example, while gradually converting to a more effective technique, such as a personalized system of instruction.

PERSONALIZING THE LARGE SECTION. Neither students nor faculty enjoy an impersonal large section lecture course. Thus, the teacher needs to find ways to increase student involvement in the lectures. Team teaching, for example, can allow a shared responsibility for the course. While one teacher lectures, the other can sit with students, answer questions, and provide support.

The possible ways to increase student involvement are as varied as the faculty member's imagination. One way to increase interest in a large lecture is to use a cordless microphone for the instructor and teach in a format like Phil Donahue or Oprah Winfrey have used in their television shows. The teacher can ask for student information or opinion, and some students can become involved in each discussion, thus increasing the interaction in the lecture hall. Another technique is to give handouts to students at the door as they come in so that the teacher can see and greet students. In one case, the teacher received high student involvement and a favorable reaction from students by lip-sinking a Tina Turner song that related to her interpersonal lecture and by encouraging the students to sing-along. Of course, they mostly laughed along, but they understood the point of the song and were more involved in the process.

A few students are always game to give a speech, and they can participate by providing models for the teacher to discuss and students to analyze. A group discussion can be conducted in front of the class to demonstrate a point. In one large lecture class, a student sang a Whitney Houston song that related to an interpersonal lecture. By using students as models or helpers, other students may feel more empathy and involvement.

When confronted with a basic communication course containing nearly 300 students in a large-lecture format, one teacher decided to "pretend" it was a smaller class. She still used her activity workbook to provide the opportunity for students to apply what they learned. Through a seating chart, she divided the class into small groups of three (called "trios"). One semester she tried to group people so as to mix gradepoint average, major, and gender. A group of three was necessary because the chairs were stationary, so students could only talk to people seated near them. After spending part of each class lecturing, she assigned an activity for the trio to do. Although the class was noisy, the acoustics of the room made the approach possible. Below is a section from the course syllabus.

> Trio Assignment. Each student will be assigned to a group of three or four people. This 15% of your grade will be based on your communication success with the group members. Just as your success in a family and in the workplace is dependent on other people, so is this part of your grade. Your responsibilities for the trio grade are: (a) report and encourage class attendance of the other trio members, (b) check minor assignments of trio members, (c) help each other complete in-class assignments, (d) make suggestions for correcting and improving assignments, (e) encourage effective studying for tests, and (f) apply effective communication principles learned in class.
>
> To receive full credit for the trio grade all group members must: (a) work together effectively to complete assignments that reflect thought and learning, (b) report to me in writing any serious problems you have (such as poor attendance, poor cooperation, poor performance, or poor communication), and (c) maintain at least a "C" average in class. If you have problems, you will want to resolve them. Show that you can apply the communication, group discussion, and conflict resolution techniques you are to learn in this class. I will only interfere as a last resort, and at that point someone in the group will lose points. Because of the size of this class, I cannot be directly involved in the performance of each student. Thus, you will take responsibility for yourselves and those people with whom you work.

Another possible approach to the large section course is to divide the class into small groups as described above. Instead of coping with individual assignments handed-in during each class period, however, an entire workbook can be turned-in to the instructor at one time near the end of the semester. A teacher may not want to return workbooks because some students may simply change the name and allow another student to hand it in during a subsequent term.

Another assignment that allows student application and a more personal approach is an essay assignment--typing is required--in which the student writes a letter to himself or herself. The assignment is:

> Letter to Self. Write a letter to yourself (essay form) that explains with some detail the most important things you learned in this course, particularly with regard to the group assignment. If you didn't learn anything, you'd better do so before you write the letter. The letter should have substance based on communication research, citations of the authors of the ideas, application of the concepts to your own life, and analysis of your communication skills and areas you plan to improve. The letter should be at least two but no more than three typewritten pages, in a self-addressed (give a permanent address, it can be "in care" of somebody), with extra postage (in case the cost of postage goes up before it is mailed). Do not seal the envelope because the teacher will read and grade the letter. The teacher will mail the letter back to you at some later date.

The letter may be keep for a year or longer. The idea is intriguing to most students. Their essays give the teacher insights into the success of the class and the nature of the individuals in the class. Because of the specific nature of the letters and the length of time the instructor keeps them before mailing, plagiarism is minimized. For the teacher, the letters are far more interesting to read than the standard essay final examination. When the student receives the letter a couple years later, they will be reminded of key aspects of the course and hopefully will engage in self-reflection.

HANDLING PAPERWORK. Handling paper work for a large section activity class needs special attention. In one case, with more than 15 assignments from nearly 300 students, the teacher was dealing with some 4000 papers a semester and no help from graduate teaching assistants. The teacher developed a system in which each student was assigned a "research number."

By using a single sheet of fine graph paper, every student number could be put on a single page and quickly could record credit for each assignment. The teacher never claimed to read all the papers, but spot-checked a few on each assignment. By responding to a few papers in a following class session, the teacher not only could relate the assignment to the material, but gave the students a sense of inclusion. In one case, at the end of a paper the student wrote: "I wonder if you will respond to my paper in class. Maybe you do read some of these and you will say something about my paper. Maybe you'll just put a star on the chalkboard and I'll know what it means." Of course, the teacher drew a star on the chalkboard. the teacher never explained the star to that class, although the student came to the teacher's office to say how excited and impressed she was when she saw the star.

None of the activity assignments were returned to students, but instead were thrown away. That saved filing and returning time and helped prevent plagiarism. Here is how the teacher explained the Research Number/Credit in the course syllabus:

> Each student will be assigned a research number which is required for all assignments. The purpose of the number is to provide ease in recording grades and to provide confidentiality. In the past, I have had problems with some students forgetting to put their complete names or writing illegibly on their papers. With so many students and some students with the same last names, these practices caused errors in recording grades. Also, because assistants may be skimming and recording assignment grades, and various people may be using this class for research projects, the research number will provide a means of giving students credit for in-class work while providing confidentiality. Always record your research number (or the numbers of all group members who participate in a particular assignment) in the upper right hand corner, and circle it. Students who fail to record their assigned research number will not receive credit for the assignment.

Note that having each student turn in one paper with everyone's name and number in the group caused problems as far as some students falsifying whether another student was present. Keeping in mind that they were somewhat responsible for the performance of trio members, some students were prompted to say others did work when they were actually absent. The best approach seemed to be when students recorded only their own names and numbers. Although this created more papers, it actually made the recording of credit easier because there were never duplicate numbers caused by the same numbers on more than one paper.

STUDENT FEEDBACK. Another problem that arises with the large section class is: how do you get feedback from students. Being an avid fan of David Letterman, one teacher used "top ten lists" for humor and attention and instigated "viewer mail." Students were encouraged to write questions or make comments in written form. Then periodically, the teacher answered questions during class. Some questions were humorous ones which gave the teacher a chance to liven up the class. Some were challenging puzzles that gave a new interest device. Others were serious questions about the course content that enabled me to clarify and respond.

EMPLOYING A PERSONALIZED SYSTEM OF INSTRUCTION (PSI)

An individualized instruction approach to the basic communication course has economic and instructional advantages. Richard and Linda Heun of Northeast Missouri State University, for example, have developed and published an individualized instruction approach for teaching public speaking (1979) and combination approaches to the basic course. Anita Taylor and others (1987) of George Mason University also have an individualized instruction approach to the combination course. These methods allow students to work at their own pace in a nontraditional classroom setting. Usually a communication laboratory is provided that is operated by library or media staff, work-study students who have successfully completed the course, or graduate teaching assistants. Students can come to the laboratory to complete testing over materials, watch videotaped lectures, give speeches, participate in group discussion activities with other students who are at a similar point of study, ask questions, and study.

When using the individualized instruction approach developed by Heun and Heun, this author found it particularly useful in giving individual attention to students in larger-than-usual size sections, working with handicapped or special needs students, and providing alternative learning approaches (such as intensive short-courses). Students in individualized instruction with self-paced learning must take responsibility for their own performance in the course. The approach gives students and teachers flexibility and an effective, cost-efficient method of instruction (e.g. Gray, Buerkel-Rothfuss, Yerby, 1986; Seiler, 1986). At a Central States Conference, for example, William Seiler of the University of Nebraska indicted an estimated savings of $150,000 through their use of the PSI approach at Nebraska.

MODIFYING MULTI SECTION COURSES

Although many colleges have used small class multi-section approaches to the basic course, these plans may need revamping. Under the Southern accreditation requirements, for example, new graduate teaching assistants cannot be responsible for their classes in the traditional sense. Some schools seem to find one or two more students in their sections every year, until the class size changes from twenty-five to thirty-five. One reality is that as class size increases, time for giving speeches and certain interpersonal activities decreases. Thus, many colleges are modifying their multi-section approaches. By doing some brain-storming, your department may come up with alternatives that work. Below are some ideas that may provide possibilities.

LECTURE-LAB APPROACH. We have all heard of the approach of using a large lecture format in conjunction with labs, and in 1985, approximately 15% of schools used this approach (Gibson, Hanna, & Huddleston, 1985). This method immediately causes scheduling problems. Although the large lecture section may be less than appealing to some instructors, other instructors find them exciting. Graduate assistants or faculty may rotate giving lectures. The lab instructors may sit with their classes in a particular area and even take role for their classes at the lecture. Because of the extra preparation, increased student contact and office hours, and the emotional energy they require, large sections courses probably should count for at least two regular section courses in a single faculty member's work load.

USING TECHNOLOGY. Computer assisted instruction and videotape provide ways of using today's technology to stretch the instructional dollar. The Speech Communication Association has held programs and workshops, for example, in which faculty can exchange computer programs for communication instruction. Some of these are traditional style learning activities using computer assisted instruction while others are newly created programs (e.g. Aronis & Katz, 1984; Ashmore; Donaghy & Donaghy). Most teachers involved in the development of computer technology in the classroom hope that it will actually allow more direct interaction with individual students. Certainly the computer has excellent potential for student involvement in learning that frees faculty and increases classroom time (Hemphill & Standerfer, 1987).

Another use of technology that has proven itself over the years is the use of videotape. Although videotape is used in more than half of the colleges and universities to record student performance, it is only used to present videotaped lectures in ten percent of schools (Gibson, Hanna, Huddleston). For example, a department might involve the entire departmental faculty in teaching the basic course, with each person giving a lecture on his or her area of expertise. These lectures can be vid1etaped until a series of videotapes is available. The videotapes can then be used in the lab sections or in conjunction with an individualized instruction approach. You will want to work out ownership and workload details in this method.

Because videotaped lectures may prove dull or faculty may feel self-conscious, you may find it helpful to select one talented videotape lecturer or instead use three or four faculty engaged in a lively discussion of a certain content area. By avoiding the straight lecture approach, having a live audience, and using more of a talk-show format, the students may find the videotape more interesting.

Chapter 2: Course Design

"The only difference between a rut and a grave is their dimensions."
--Ellen Glasgow, American novelist

There are three typical approaches to the college basic communication course: (a) public speaking, (b) interpersonal, or (c) a combination approach. As the course name may vary--e.g. Fundamentals of Public Speaking, Principles of Human Communication--so may the general content of the course. The purpose of this chapter is to give you ideas about how you might design your basic course. Included at the end are example syllabi for your consideration.

DECIDING THE COURSE CONTENT

Some people predict that an oral communication course will soon be required for all college students by the regional accrediting associations. If and when that happens, certain content requirements may become standard in the basic course. For now, your decision about the orientation and content of the course may be influenced by such factors as the department faculty, expectations across campus, your college administration, national trends, the scholarship orientation of your senior faculty, the current course director, tradition, and other factors.

COURSE FORMAT. Below are example formats for the three basic approaches. Although they are presented in a logical and typical order, you will find many differences in schools across the country. You and your department will want to determine a course format that best meets the needs of your faculty, administration, and students.

RATIONALE FOR COURSE STANDARDIZATION. A consistent course policy provides many advantages for the student and the teacher. Although standardization is discussed in more detail elsewhere, it merits a brief explanation in any discussion of course design. A consistent course design is one of the primary ways you can achieve standardization in your basic course. Several factors may prompt you to use standardization in course design:

a. The potentially large number of students assigned to the course.
b. The potentially large number of teachers involved in teaching the course.

c. The need for using graduate teaching assistants who have limited or no experience in designing or teaching a basic college communication course.
d. The need for consistency to promote fairness on the part of the teachers of different sections.
e. The need to achieve certain competencies among students who pass the course.
f. Curricular expectations from faculty, administrators, and students.

By way of explanation, consider three possible formats for the basic college communication course.

Example Format for a Public Speaking Course

Unit I: Setting the Stage
1. The process of public communication.
2. Overcoming communication apprehension.
3. Listening and intrapersonal processes.
4. Topic selection and speech purpose.
5. Analysis of the audience and occasion.

Unit II: Preparing to Speak
6. Speech planning and research.
7. Reasoning and supporting materials.
8. Organization.
9. Principles of effective outlining.
10. Speech introductions and conclusions.

Unit III: Giving the Speech
11. Language.
12. Delivery.
13. Audio-visual aids.

Unit IV: Choosing Types of Speaking
14. Informative speaking.
15. Persuasive speaking.
16. Speaking for special situations.
17. Speaking in interviews, groups, and conferences.

Example Format for an Interpersonal Course

(Fisher, 1987)

Unit I: Introduction and the Context of Communication
1. Introduction
2. The role of context
3. The physical context
4. The social context
5. The language context

Unit II: The Individual
6. The role of the individual
7. Self
8. Others

Unit III: Relationships
9. The nature of human relationships
10. Strategies and patterns of enacting relationships
11. Initiation or starting relationships

12. Integration/disintegration
13. Termination
14. Maintenance
Unit IV: Competencies
15. Communicator competence
16. Relationship competence

Example Format for a Combination Approach
(Taylor and others, 1989)

Unit I: Theoretical Foundation
1. The process of communication.
2. Self and perception.
3. Language
4. Nonverbal
5. Intrapersonal processes
6. Listening
Unit II: Interpersonal and small group communication
7. Interpersonal relationships.
8. Decision-making in groups
9. Organizational communication
10. Family communication
Unit III: Public communication
11. Planning for public speaking through research and organization.
12. Developing ideas for speeches
13. Speech delivery
14. Persuasion
15. Responding to mass communication.

THEORY VERSUS SKILLS APPROACH. In addition to determining an overall format for the course, you will need to determine the balance of theory versus skills you expect in your course. Some basic courses are virtually an all-lecture approach to cognitive understanding the basic theories and principles of communication. Other courses are virtually an all-performance approach to applying the theories and principles of communication. Most basic communication courses combine both theory and skills. Teachers expect students to learn from the experience and research of scholars in the field, but students must also apply that information in various skill assignments and activities that demonstrate competencies. Your philosophy regarding weighing of time, grades, testing, and assignments will be determined in part by your philosophy regarding the importance of theory versus skill demonstration.

SELECTING A TEXTBOOK

Although no textbook can meet the needs of everyone, some choices are better than others. In some colleges, each faculty member selects whatever textbook he or she wants to use any given semester. In other cases, teachers can make their choice from two or three selected by the course director. Graduate teaching assistants may review the various texts available and make reports to the course director. Sometimes a textbook committee makes the selection or makes recommendations to the course director. In some colleges, the faculty have no desire to choose a book and simply want the course director to pick one out. When one mass lecturer of a basic communication course was asked what book he used, he responded: "I don't know what book we're supposed to be using this semester. I lecture the same way no matter what the book." For some faculty, the book is just supplementary material to stimulate students, for others it is the core of the course.

One factor in textbook selection is that if first or second year students at your school typically transfer to a nearby major university, you may want to select the book used by the major university in order to increase the effective transfer of course credit.

If you want to increase standardization, you will want a single text for all sections. Using a single textbook or choices from certain approved textbooks in the basic course can provide significant content and structure to the course. Some factors you will want to consider in selecting a course textbook include: content, supporting materials, readability, and acceptability to teachers.

CONTENT. There are several textbook considerations regarding content. First, the philosophical orientation should be consistent with the goals of the course. Whether the course format is public speaking, interpersonal, or a combination, you can find a variety of textbooks available with each approach. In addition, the textbook preface or first chapter should orient you quickly to the underlying philosophies of the author. The author's orientation should support or compliment the orientation of your course design, objectives, and teaching strategies.

Second, consistent with decisions about the balance of theory versus practice in the course, the textbook should support that decision. If the faculty wants the basic course to provide a background of solid research and theory, then they will be wise to chose a textbook with the same approach. A book of readings may provide an interesting, varied, and flexible approach to the basic course. Some faculty chose to use supplemental readings that they put on library reserve. We have found this approach does not work well in the basic communication course. Because of the extra effort required to do readings and the large numbers of students in the basic course, students are less apt to do the readings and stay up-to-date in their assignments when the library reserve approach is used.

Third, the textbook organization should be consistent with the organization of the course. Normally, the general format of the course should be one that is complimented and consistent with the textbook. Perhaps the book is organized in a logical order consistent with course content. If not, the chapters, articles, or units should be self-contained so that they make sense regardless of what order they are used.

SUPPORTING MATERIALS. When selecting the textbook, the basic course director should consider the instructional support materials available with the textbook. A faculty member who has been teaching the basic course for several years probably has decided the most effective way to structure the course, key assignments, in-class activities, and a bank of test questions. A book without any instructional support materials will probably be fine in this case. The basic course director who coordinates graduate teaching assistants, adjunct faculty, and regular faculty, however, may want to select a book with solid instructional support. Chapter outlines, chapter instructional objectives, self-check tests, class activities, individual assignments, test questions, computer test-banks, audio or videotaped speeches, and an audiotape to assist students with communication apprehension are among the support materials available with certain textbooks. There are ethical and practical concerns, of course, that the teacher who adopts one textbook and should avoid using supporting materials provided by the authors and publishers of other textbooks.

CHANGING TEXTBOOKS. Many teachers were upset when the publisher of a popular basic public speaking textbook changed to a new edition mid-year. Teachers were given no choice about using the old edition, but simply had to use the new edition. The problem is that most teachers don't want to reread a textbook and modify assignments to adapt to a new text mid-year. Despite the problems created by the change, these teachers still found it easier to adapt to the revised text than they would to change to a whole new text. So why did the publisher time the change in that way? To make money. Another publisher was in the process of releasing a totally new revised edition of a competitive textbook. Once the teachers were forced into the change to a new edition, they were unlikely to switch texts during the next year.

Some basic course directors like to switch textbooks each year or two, so they will continually have a source of new information and test questions. For large enrollment basic courses, there are some advantages to changing a textbook periodically. For one thing, some students share course materials. A fraternity file may develop, for example, containing notes, old tests, and speeches for a given course. A new text will have some different materials: new content, a different perspective on the material, a new test bank, a new collection of in-class activities, or other stimulation to the students and teachers of the course.

Some faculty like to stay with one textbook for several years, so they learn it well. In the case of a relatively small basic course with experienced teachers who rotate in and out of teaching the basic course, the continual use of one text allows for consistency. The authors of various text regularly revise and update their editions, incorporating suggestions from textbook reviewers.

READABILITY OF TEXTBOOKS. A teacher overheard one student comment on the textbook for an upper level communication course: "Look at this thing. There's not one picture. Not one graph. Not one chart. It's all words!" The student comment made two points: (a) the physical attractiveness of a book is an important factor to some students, and (b) some students are used to physical attractiveness in basic texts. The world's best content won't be learned if students won't read the book.

Thus, an important consideration in selecting a textbook is the attractiveness and readability of the book. Although upper level majors and graduate students can be encouraged to read virtually anything, this concept doesn't seem to hold true for the cross-section of students in the basic course. Because the majority of students are required to take the basic course, and their major interest area is seldom communication, few students place this course at the top of their priority list. A readable textbook is one that is geared to the actual reading level of the majority of students, has a fluid and interesting style, and sufficient support materials to enhance learning.

There are a variety of readability indexes that can be used to determine the complexity and grade level of the textbook under consideration. With today's computer programs, these indexes are simple to use. You may already have them on campus, perhaps in your education department. Another approach to testing the book's readabilty is to make a copy of one chapter and either give it to a few students to read or use the chapter as a handout for an entire class. You can then ask students to react to the chapter.

ACCEPTABILITY TO TEACHERS. Basic course directors and instructors can request textbook examination copies from publishers. Publishers will commonly send several copies when large section enrollment involves several faculty in the decision-making process.

Because the textbook that you select should be acceptable to those people teaching the basic course, you will want to find a method for involving them in the decision. One approach, for example, is that the director may consider the various textbooks on the market, select three or so he or she considers most desirable, then have a faculty committee select from those choices. A second approach is to give one available textbook to each instructor, have each read and report back to the group about the textbook. In a third approach, the faculty can narrow-down the field of textbooks and allow the director or a special committee to make the final selection.

When graduate teaching assistants and faculty are reviewing various textbooks, they may find it helpful to write out the answers to several questions, so they can report back to the director or other instructors. Some questions to consider include:

1. Does the book emphasize and organize materials appropriately?
2. Will students find it to be a strong, readable text?
3. Does the book have an interesting style and strong theoretical framework for communication study?
4. Is there a balance between skill and theoretical foundations?
5. Are there sufficient teaching suggestions and student activities?
6. Is there a testbank available? If so, can faculty and staff need to maintain security over all copies so that students cannot examine or obtain copies of the teacher's manual?
7. Is the year of publication and material sufficiently up-to-date?

The director will want a textbook consistent with his or her philosophy and supervisory needs. Therefore, you may find it most effective to involve teachers in the selection process, but allow the director to make the final textbook selection.

GETTING THE TEXTBOOK ON TIME. Many institutions require a textbook selection decision well in advance of the subsequent semester or term. Be sure you know the deadlines and begin the selection process well in advance. Many schools require a mid-spring decision for the following fall. An early date is usually required by your bookstore so that they will know what books to buy back. If you have a large section course, you may have difficulty obtaining textbook copies without considerable advance notice because the publisher may have to do an additional printing to fill your request.

In selecting a textbook, the company that publishes the textbook may be a consideration. Sometimes a small company can be most effective because you can deal with key personnel directly. Although some faculty select books from the largest publishers because they assume they have the best and fastest facilities, it doesn't always work that way In one case, despite a five months advance request, the books did not arrive until weeks after the semester began. A change in sales staff apparently caused a loss of information, and no amount of phone calls from the course director could obtain the needed books. When that basic course director later provided a paid review of the book to the same big company, they lost the review.

A basic course director needs to know that he or she can obtain instructor's manuals, desk copies for instructors, and textbooks for students when needed. In the case of a new adoption that involves a large order, the basic course director should probably be in direct contact with the publisher and not rely only on the college bookstore personnel or textbook salespeople. You may want to tell and write the prospective publisher that "unless 30 desk copies and 30 teacher's manuals [or whatever number of copies you need] are received by May 1, the order will be cancelled." This early date will allow you to distribute books to faculty and graduate students who will be teaching the course in the fall so that they can review materials. The approach also puts an end to the experience of instructor's desk copies textbooks arriving after the semester begins. Then by checking to make sure that the order comes in to the bookstore(s) before the semester begins, you can write and call the publisher directly if the books have not arrived.

DESIGNING THE COURSE SYLLABUS

Most teachers provide a written course syllabus to students. You may want to include discussions of the following items:

a. Course description.
b. Course objectives.
c. Instructor name, office, phone, and office hours.
d. Textbook and workbook information.
e. Course schedule.
f. Expectations about library use, giving speeches on time, make-up policy, listening and grading of peer performance, student appearance during speeches, attendance policy, grading, student honesty and originality, and key assignments.
g. Skill competencies to be developed during the course.

One vice chancellor recommends that teachers always write "tentative" on their course syllabus, so that the teacher will be free to make changes. You will want to indicate significant procedural changes should be on a subsequent handout that is dated and titled "revised." Here are some example ways to work out a schedule for the syllabus.

Public Speaking Course: Example Schedule (Ten Week)

Week one: Orientation and ice breakers
Week two: Speech Preparation and delivery
Week three and four: Informative Speaking
Week five: Development and support
Week six: Theories of persuasion
Week seven and eight: Persuasive speeches
Week nine: Logic, reasoning, criticism
Week ten: Final speech and wrap-up

Public Speaking Course: Example Schedule (Fifteen Week)

Week one: Orientation and ice breakers
Week two: Communication process and apprehension
Week three: Impromptu speeches. Listening, topic selection, audience analysis.
Week four: Speech planning, research, and supporting materials.
Week five: Organization and outlining. Introductions and conclusions.
Week six: Speech of introduction
Week seven: Language, delivery, audio-visual aids.
Week eight and nine: Informative speaking and student speeches.
Week ten and eleven: Persuasive speaking and student speeches.
Week twelve and thirteen: Entertaining speaking and student speeches.
Week fourteen and fifteen: Speaking in special situations, groups and conferences and student speeches.

Combination Course: Example Schedule (Ten Week)

Unit One (Week one through four)
Week one: Orientation and communication process
Week two, three: Theories and principles of communication
Week four: Major test over first part of course
Unit Two (Week five through eight)
Week five, six, seven: Group processes
Unit Three (Week nine and ten)

Public speaking, including giving a speech to inform, to entertain, or to persuade.
Final exam, as scheduled by the university

Combination Course: Example Schedule (Fifteen Week)

Unit I: Communication Principles (Week one through four)
Week one: Orientation and communication process
Week two, three: Theories and principles of communication.
Week four: Major test over first part of course.
Unit II: Interpersonal and Group Communication (Week five through nine)
Week five and six: Lecture and activities in Interpersonal communication
Week seven: Lecture on group processes and assign problem solving group.
Week eight: Continue group activities.
Week nine: Group presentations to class. Major test over second part of course.
Unit III: Public Communication (Week ten through fifteen)
Week ten: Lecture and activities on public speaking. Persuasive speech outline due.
Week eleven and twelve: Informative speaking
Week thirteen: Discuss persuasion. Persuasive speech outline due.
Week fourteen and fifteen: Persuasive speeches
Final exam, as scheduled by the university

--------Example Syllabus for Public Speaking Course---------
Principles and Practices in Public Communication
Tentative Schedule and Syllabus
Save this Information

Tu. Aug. 29: Case: Sunday Sermon (Communication Process)
Th. Aug. 31:
Tu. Sep. 5: Case: Meet Some Friends (Communication Apprehension)
    Case: Diabetes Diagnosis (Listening)
    Read chapters 1-5 (Setting the stage) and workbook readings.
Th. Sep. 7:
Tu. Sep. 12: Case: Graduation Award (Topic Selection and Purpose)
    Case: Introduce Jesse Jackson (Analysis of the Audience and Occasion)
    Case: College Committeewoman (Supporting Materials and Reasoning)
    Read chapters 6-10 (Preparing to speak)
Th. Sep. 14:
Tu. Sep. 19: Case: Public Health Levy (Planning and Research)
    Case: Beauty Pageant (Organization)
    Case: Scholarship Students (Persuasive Speaking)
    Read chapters 11-13 (Giving the speech)
Th. Sep. 21:
Tu. Sep. 26: Case: Outgoing President (Outlining)
    Read chapters 14-17 (Choosing types of speaking)
Th. Sep. 28: Major examination (objective and essay, including case: The Wedding (How to Begin and End Speeches)
Tu. Oct. 3: Case: Rebecca's New Program (Audio-visual Aids)
    Speech to inform
Th. Oct. 5: Speech to inform
Tu. Oct. 10: Case: Students in Elementary School (Informative Speaking)
    Speech to inform
Th. Oct. 12: Speech to persuade
Tu. Oct. 17: Case: Dorm Election (Persuasive Speaking)
    Speech to persuade
Th. Oct. 19: Speech to persuade
Tu. Oct. 24: Case: Trip to Ireland (Speaking with Slides)
Th. Oct. 26: Speech to entertain
Tu. Oct. 31: Case: Summer Camp (Delivery)
    Speech to entertain
Th. Nov. 2: Speech to entertain
Tu. Nov. 7: Case: Uncle Jake's Funeral (Eulogy)
    Speech for a special situation
Th. Nov. 9: Speech for a special situation

Tu. Nov. 14: *Case*: Leaving the Job (Farewell)

Make up speeches. *All make-up due by 9:30 today*. None accepted past this time for any reason.

Th. Nov. 16: Speech for a special situation

Tu. Nov. 21: I will be at Speech Communication Assoc. conference

Th. Nov. 23: Thanksgiving Holiday

Tu. Nov. 28: *Case*: Delta Zeta (Group)
Speech in a group context.

Th. Nov. 30: Speech in a group context.

Tu. Dec. 5: Case: Computer Department Problems (Organizational)
Speech in a group context.

Th. Dec. 7: Wrap up, prepare for final exam, course evaluation.

Tu. Dec. 12: A & S Reading Day

Th. Dec. 14: Final *examination* 3:30-5:30 PM (objective and essay, including case: Medical Student Talk (Language)

Instructor name: Dr. J. Aitken

Office and office hours: As posted on office door, and by appointment.

Phone: If you leave a message, please give your name and phone number *twice* so make sure the recording is clear.

Course Goal: The goal of this course is for you to learn principles of effective public communication and apply them though public speaking performance.

Course Objectives

1. To learn principles of effective public communication.
2. To demonstrate effective speech preparation, including planning, research, use of supporting materials, effective reasoning, organization and outlining, and speech introductions and conclusions.
3. To demonstrate effective speech delivery through use of language, nonverbal elements, and audio-visual aids.
4. To apply communication principles through several speech contexts: speech to inform, speech to persuade, speech to entertain, speech in a special situation, speech in a group context.

Instructional Methods

You should expect this class to be different from many other courses you have taken. Because educational research indicates that virtually anything *you do* will be more productive than listening to a lecture, the emphasis in this course will be to avoid the lecture method and use an activity-oriented approach. Most days you will not sit and take notes while the teacher spouts "the truth about public communication." Your textbook and workbook readings will provide that dimension. Instead, through the use of workbook activities, case studies, independent library research, and individual speeches, you will discover "your own truth about public communication."

Process Objectives for the Course. Not only are there certain content objectives for this course, but there are also process objectives:

1. To discover. Students should learn to discover the facts and issues for themselves. You will benefit from seeing the various of perceptions of other students. You can use me as a resource or leader, but I expect you to teach yourself.
2. To probe. Students are not allowed to consider issues just at face value.
3. To practice. Students are taught the habits of responsibility and analysis through practice of sound communication principles.
4. To compare and contrast. You can compare cases and speeches, looking for commonality among situations, among content. You can compare your performance to that of other students and models. You are encouraged to integrate.
5. To perform. To have frequent opportunities to perform before your classmates.
6. To demonstrate public communication competence.

The Case-Discussion Method. A case study is a story about certain issues that relate to the topic(s) to be learned in class. We will be using many example illustrations to discuss course principles this semester. Although some students may feel frustrated because there may be no single best or right answer to questions about these cases, you can learn behaviors that will work in different situations. Just as you must do in the "real world," you need to learn how to figure out your own best answers. These answers should be based on current public communication theory and research. Thus, you will be required to think critically about these cases.

You should expect to begin each week (Tuesday) with discussion of one or more cases. Read and think about these cases in advance of class. When using the case study method, the teacher moves into the background and the student moves into the forefront. While the teacher is the questioner and the summarizer, the student is the analyst, the integrator, the discussant. The student has the responsibility for preparing for a class so that he or she knows the various facts and issues, and has ideas for solutions.

Grading

Each assignment will be worth a certain number of points. The total number of points one can earn is more than 100 in order to compensate for instructor error, poorly written test questions, and student absence which requires missing an assignment. You should expect a tentative scale of: 90-100 (or above) A, 80-89 B, 70-89 C, 60-69 D.

Grades will be based on the following:

1. Minor Assignments and Workbook (25 points). Workbook pages, in-class and overnight activities, participation in research projects, and appropriate class behavior and participation.
2. Testing (25 points). There will be one major test and a final examination. Be sure to bring number two pencils to tests because they will be computer scored and no pencils will be provided. Students who fail to record their answers with number 2 pencils or fail to record the test form and number on their test should not expect to receive an accurate test score.
3. Speeches (50 points). Most speeches will be worth ten points. Speeches will include: speech to inform, speech to persuade, speech to entertain, speech in a special situation, speech in a group context.

Extra Credit and Make Up Policy. I do not use extra credit. I do, however, build in an extra 5 points to allow for problems, unless you do make up work or want to negotiate the grade on a test or assignment. If you find it necessary to do make-up work either for excused or unexcused reasons, (turn in a late assignment, make-up a speech) there will be no extra 5 points. Normally, excused make-up must be arranged with me in advance. Normally, unexcused make-up will be docked half the available points. The major tests cannot be made-up. Only one speech can be made-up. All make-up work is due on one date only, and must be turned in or performed during the normal class time: November 14. Students who fail to make up work should drop the course by November 17.

In the "real world" people must live with a variety of deadlines and learn to plan their work and schedules around them. A rigid policy is followed for three reasons: (a) to encourage students to establish an effective habit of meeting deadlines, (b) to enable my time management so that papers will be graded efficiently, with a minimum of inconsistency and loss, (c) to provide fairness to all students.

Student athletes should give me an explanation with the dates they will miss during the semester by the end of the first week of class, and you should talk to me about how we can adapt to your needs. If you will miss many classes, you should take this course another semester. Student athletes still need to do assignments on time and are responsible for what takes place in class.

Responsibility, and Ethics. I expect you to take responsibility for your own motivation and learning. You not only have a responsibility to yourself, but to the other members of this class. You will receive from this class what you give to it.

No student is permitted to remove a test from the room. Each assignment must be completely original with the student giving it. Student dishonesty includes using someone else's work as one's own, giving a speech someone else has written, turning in the same work for more than one course, unauthorized communication with other students during or about tests, falsifying research, turning in another student's name on a group assignment when that student did not contribute, looking on other students' work during testing, and similar activities. In addition, students must never destroy or impede the work of other students. Over the years, I have given a course grade of "F" to students who demonstrated academic dishonesty.

Attendance. Any student with excessive absences should expect the lack of attendance to adversely affect his or her final grade and should choose to drop the course by the appropriate deadline. Each student is responsible for missed classes, so that he or she will be prepared for the next class session.

Attendance in this class is important for three reasons: (a) research shows a direct correlation between good attendance and good grades, (b) you are expected to complete in-class assignments to help you apply the information presented, and (c) the progress of class members is interdependent because you are expected to communicate and learn together.

Returning Test Results and Assignments. Although you will be able to discuss test results, the actual tests will not be returned in order to ensure security over test questions. Assignments and handouts not picked up during class should be up in the wooden box to the right of my office door. I don't save test answer sheets for long, so if you have a problem you need to discuss with me, please do so promptly.

--------Please detach, sign, and turn in by Sept. 7---------

Course Policies

I have read the policies for this course as explained in this course syllabus and in the course workbook.

Signature:_________________Printed name:____________________

Date:_____________

Interpersonal Communication
Tentative Schedule
Save this Information

Dr. J. Aitken, 206A Royall, phone 276-1698.

My Tuesday-Thursday schedule:

TR 9:30-10:45 COMS 312 Principles and Practice in Public Communication, Education 240

TR 11-12:15 COMS 341 Communication and Advocacy, Haag 315

TR 12:30-1:45 Office

TR 2-3:15 COMS 242 Interpersonal Communication, Haag 315

Office hours also by appointment. If you have questions or concerns, please speak to me directly in my office. If you leave a message on the machine, please give your name and number twice.

This course is an intensive analysis of the dimensions of intrapersonal and interpersonal communication designed to identify the philosophies and strategies which underwrite effective human communication.

Textbook Interpersonal Communication: Pragmatics of Human Relationships, by B. Aubrey Fisher.

Course Goals:

1. To encourage students to question their current ideas and behaviors related to communication.
2. To enhance creative thinking through research.
3. To provide a unique format for learning communication theory and skills.
4. To apply research findings to increase their own intra/interpersonal communication effectiveness.
5. To contribute to the learning and understanding of intra/interpersonal communication, not only for oneself, but for others.

Tentative Schedule
Part One: The Context of Communication

Week one: Orientation and ice breakers
Tu. Aug. 29: Orientation
Th. Aug. 31: Read and discuss ch. 1 (Introduction)
Week two:
Tu. Sep. 5: Read and discuss ch. 2 (Context).
Th. Sep. 7: Research and references in communication
Week three:
Tu. 12: Read and discuss ch. 3 (Physical Context).
Th. Sep. 14: Read and discuss ch. 4 (Social Content)
Week four:
Tu. Sep. 19: Read and discuss ch. 5 (Language).

Th. Sep. 21: Role playing-empathy.
Week five:

Part Two: The Individual Communicator

Tu. Sep. 26: Read and discuss ch. 6 (The Individual).
Th. Sep. 28: Discuss Assertiveness
Week six:
Tu. Oct. 3: Read and discuss ch. 7 (The Self).
Th. Oct. 5: Discuss intrapersonal aspects
Week seven:
Tu. Oct. 10: Read and discuss ch. 8 (The Other)
Th. Oct. 12: Test
Week eight

Part Three: The Relationship

Tu. Oct. 17: Read and discuss ch. 9 (Introduction)
Th. Oct. 19: Read and discuss chapter 10 (Enacting)
Week nine:
Tu. Oct. 24: Read and discuss ch. 11 (Initiation)
Th. Oct. 26: Read and discuss ch. 12 (Integration)
Week ten:
Tu. Oct. 31: Read and discuss ch. 13 (Termination)
Th. Nov. 2: Read and discuss ch. 14 (Maintenance)
Week eleven
Tu. Nov. 7: Test
Th. Nov. 9: Written group materials due today.
Week twelve:
Tu. Nov. 14: Listening. All make-up due by 3:00 Nov. 14 in my office. None accepted past this time for any reason.
Th. Nov. 16: Time management
Week thirteen
Tu. Nov. 21: I will be at Speech Communication Assoc. conference
Th. Nov. 23: Thanksgiving Holiday
Week fourteen:
Tu. Nov. 28: Group 4 project presentation
Th. Nov. 30: Group 3 project presentation
Week fifteen:
Tu. Dec. 5: Group 2 project presentation
Th. Dec. 7: Group 1 project presentation
Tu. Dec. 12: A & S Reading Day

Assignments

5% Communication Q sort First, you will complete a Q sort on a particular topic. Then, you will turn in the first page, correct APA reference listing, and reference list from two scholarly research article (1980 or more recent) on the subject. Each student will turn in different sources (a file will be kept at the library so you will know and not duplicate the work of your classmates). The purposes of this assignment are to familiarize you with issues and research literature relevant to this course.

10% In-class assignments, discussion, participation in research, minor assignments. The purpose of these assignments are (a) to help you draw from your own experience in applying principles of the course, (b) to enhance self-examination, and (c) to demonstrate effective communication skills (both sending and receiving).

25% Testing Although the emphasis on this class will be research, performance, and participation, there will be two objective-style tests to add a more objective dimension to student evaluation.

40% Chapter presentation topics

Group 1: Research and references in communication, The self, Initiation.

Group 2: Empathy, Physical context, Assertiveness, Integration.

Group 3: Listening, Social context, The other, Termination.

Group 4: Language, Time management, Enacting, Maintenance.

These presentations will be due on the days indicated on the schedule above. The objective of the each presentation is to inform the class on some aspect of the assigned topic. Although the group should work together, you may want to delegate certain responsibilities. You may emphasize a narrow aspect of your topic, or give a general approach to your presentation. Don't worry about covering everything because your classmates are responsible for reading their textbooks and I will discuss certain topics too. You will have approximately a half hour of class time for your presentation. In addition to being informative, you should be creative and interesting. Please prepare a one page (not more) handout for your classmates that they may take away from class as a study guide or stimulus. Attach to the copy for me, a reference list of at least five scholarly journal articles that you used in your research for the presentation. Copy the first page of the article and give a correct and complete APA reference listing. I encourage the use of visual aids, and I can give you transparencies if you would like. For an interesting format you may chose to engage the class in a game, give a debate, use a case study, do role-playing, or some other paticipatory format (please allow me to be simply an observer so that I may evaluate the presentation). You will be given a limited amount of planning time at the end of certain class periods.

The purposes of this assignment are (a) to improve your interpersonal skills by requiring that you work directly with your classmates, (b) to encourage a more detailed and scholarly examination of certain topics in this course, (c) to stimulate your creativity, and (d) engage your participation the learning process for you and your classmates.

20% Group project on "Conference on Interpersonal Communication"

You are to plan a three day Conference on Interpersonal Communication. You might chose a particular focus, such as family communication, business communication, loving relationships, or parenting, for example. Prepare a brochure outlining your conference that you can distribute to classmates during your presentation. You need not spend much money on your brochure preparation, but you can assume an unlimited budget for your conference. In the brochure you should answer the following questions:

-What are the objectives of your conference?

-Whom do you expect to attend and how many people do you expect at the conference?

-What is the title, content, and director/panelists of each sessions (use real people, local and national)?

-What are the ten best books and journal articles you will make available to conference attendees (give correct APA reference listings)?

The brochure is due on the assigned date before the presentation date. On the presentation date you will have the entire class period to give us a mini-conference. You may actually do one of your session, bring in guest(s) to the class, or give us a taste of several session. Be creative and informative. As mentioned earlier, you will be given a limited amount of planning time at the end of certain class periods for group work. The purposes of this assignment are to: (a) help you summarize and synthesize the content of the course, (b) to help you pass judgement on the more relevant and crucial issues of the course, and (c) to stimulate your creative problem solving ability.

Assignment Feedback Sheets are attached so that you will know key grading criteria in-advance.

Communication Q Sort

Completed a Q sort on communication___
Two scholarly references___
Included copy of the first page___
Gave correct APA reference listing___
Sources are 1980 or more recent___
Turned in different sources from classmates__
Student has given evidence of being able to find appropriate communication research___

Class Discussion Feedback

Date: Assignment
Student names:

Knowledge of reading
Free interaction
Ask questions
Relevant comments
Frequent comments
Discussion leadership
Rational examination of ideas
Open-minded
Fair-mindedness
Recognized arbitrariness
Accurate observation and memory
Reflect on perspective
Ability to see other side
Objective
Recognize persuasive language
Analyze permises and conclusions
Recongize fallacious reasoning
Ask important questions
Answers to important questions
Cite scholarly sources
Independent research
Problem-solving skills

Assignment: Date:

Names:

Asks questions

Gives information

Advocates opinion

Supports ideas with sound research

Topic Presentations

Topic:
Group:

Informed the class on some aspect of the assigned topic.
Evidence that the group should worked together in a balanced workload___
Used half hour of class time wisely___
Creative___
Interesting___
One page handout for your classmates___
Attached a reference list (least five scholarly journal articles, copies of the first page of the articles, correct and complete APA reference listing)___
Used visual aids or other interest device___
Showed a detailed and scholarly examination of topic___
Encouraged class involvement___

"Conference on Interpersonal Communication"

Name of Conference:
Group participants:

Prepared a brochure for classmates___
Appropriate objectives for conference___
Explained whom do you expect to attend___
Gave title, content, and director/panelists of each sessions___
Used real people, local and national___
Gave the ten best books and journal articles___
Gave mini-conference to class___
Used entire class period wisely___
Creative___
Informative___
Summarized and synthesize content of the course___
Passed judgement on relevant and crucial issues of the course___

Chapter 3: Administrative Policy

"The university brings out all abilities including inability."
--Anton Chekhov, 19th century Russian writer

There's no getting around it: the basic communication course is not like other course. In most cases, there are too many students, faculty, and administrators involved for it to be handled independently like other courses. This chapter is designed primarily for course directors and graduate students, in an attempt to provide ideas and topics of discussion for more effective course administration. The content of the chapter includes four basic assumptions about basic course administration:

1. Course standardization enhances effective course administration.
2. Principles of effective organizational communication will make administration easier.
3. Graduate teaching assistants have special needs, particularly in understanding the specific expectations to which they are accountable.
4. Attention to administrative details from the beginning will enhance smooth operation.

This chapter has been divided into three sections, so that you can simply read the part most relevant to you: To All Teachers," "To Graduate Teaching Assistants," and "To Basic Course Directors."

----------TO THE BASIC COURSE TEACHER----------

COURSE STANDARDIZATION

Most basic course directors and teachers strive for some degree of standardization. Standardization is used to ensure that students who completes the course will experience similar class activities, complete comparable assignments, learn basic content, meet certain standards, and achieve standard outcome competencies. Usually the standardization is achieved through common course design and common instructional materials.

Standardization is helpful in ensuring that students receive comparable instruction in all sections. Some departments suffer from complaints from students and faculty alike about differences between basic course sections. One may hear comments like: "In Dr. Horst's class they only have to give two speeches, so how come we have to give four in this class?" "The business department made this course a requirement for all students so they would learn public speaking, but all we hear about is students who sit around in groups and play games."

Each department needs to determine the general goal(s) of the basic course. Once you have decided on the goal and the format of your course, however, standardization between sections and teachers is important. Whether your basic course is a large section lecture that rotates between two senior faculty members, a small-class multi-section course taught by graduate teaching assistants, or one that uses some other approach, standardization techniques will enable consistency in meeting course goals and the best possible relations among students, faculty, and administration. Within the structure, there should be sufficient latitude to allow for the teacher's individual creativity. To generate your ideas about how standardization can be achieved, you might think about how you could use::

1. A single person, who coordinates instruction and directs the basic course.
2. Joint training for all course teachers.
3. The same textbook in all classes.
4. The same workbook or a pool of instructional assignments and activities.
5. Departmental examinations.
6. A departmental syllabus.
7. Regular meetings of course teachers.
8. A graduate course (for credit) which all new graduate teaching assistants must attend.
9. Standardization of the course description, goals, and objectives.
10. A teacher's manual.
11. Common major assignments.
12. Standard speech critique or feedback sheets.
13. Standard testing dates for mid-term and final exams.

INDIVIDUAL SYLLABUS. In your course, many of the specifics may be worked out at a departmental level regarding a course syllabus. Because you may want to use an individual syllabus, graduate assistants should know:

1. What are the department's expectations regarding your individual syllabus.
2. What should be included?
3. When should the syllabus be passed out to students?
4. Should a copy be kept on library reserve?
5. Does your supervisor or departmental secretary need a copy?
6. What are departmental expectations.

ATTENTION TO ADMINISTRATIVE DETAILS

There are many administrative details you should know. Below is a checklist of items about which you may want to talk to your department chair or course director.

Checklist of Administrative Details

Professional Expectations

___Role of departmental secretary.

___University/departmental expectations regarding office hours
___Procedure for typing materials.
___Expectations regarding professional behavior.
___Respecting student privacy.
___Personal appearance and dress.
___Sensitivity to gender, racial, ethnic issues.

Departmental (Basic Course Director) Policies

___Use of copier, ditto, paper, office supplies.
___Missing classes (notification procedures)
___Departmental testing policy.
___Procedure for handling problems.
___College catalog
___Faculty or college policy manual
___Absence policy and reporting teacher absences.
___Distribution of textbook and support materials.
___Security for teacher's manual or computer test bank.
___Decision-making procedures.
___Types of problems that require basic course director notification, department chair notification, police notification.

University Policies and Administration

___Distribution of class lists.
___Procedure for turning in grades.
___Drops and adds.
___Department and university deadlines.
___Scheduling final examinations.
___Course withdrawal.
___Student appeal procedure.
___Method for handling student dishonesty.
___Procedure for notifying police or obtaining an ambulance.

Personal Concerns

___Procedure for receiving paycheck.
___Office assignment.
___How to obtain keys.

----------TO THE GRADUATE TEACHING ASSISTANT----------

CHAIN OF COMMAND

Basic course students and teachers should be aware of the chain of command. Whether a student has a problem with a teacher or a teacher has a complaint over a scheduling assignment, it will be easier for everyone if they know who is in charge and who to see. A typical chain of command is:

1. The teacher.
2. The basic course director.

3. The department head.
4. A committee formed to solve the problem.
5. Higher administrative channels.

You'll want to know the expectations in your department.

TEACHER NOTIFICATION. Throughout the course, there will be times when the department chair or course director will want or need to communicate with course teachers. Whether your department has a basic course bulletin board, uses oral explanation, meetings, or written memos, you will want everyone to be aware of decisions. Rumor mills have no place in the basic course.

STUDENT COUNSELLING.

Teachers of the basic communication find themselves in a unique position. Communication teachers often know their students better than many other professors because their classes are relatively small and students must actively participate in class. Because basic course teachers discuss communication, interpersonal communication, interaction, and similar topics, their students may see them as an important source of personal advice. Caring teachers will want to be accessible to students and help them whenever possible. The problem comes when they leave the role of teacher and enter the realm of personal counselling.

Some communication teachers can give examples of students who have been arrested in class, faced personal tragedy during the semester, or even committed suicide. Experienced communication teachers recognize that they are in a potentially important and vulnerable role with some students. The graduate teaching assistant may find this area a difficult one. The best approach is to be aware of the potential for such problems and learn about college and community services available, so that you equipped to handle students appropriately. You may want to keep a notebook of campus services. A teacher may go as far as calling the counselling center to make and appointment and smooth the way for a distraught student. A teacher may alert concerned parents to a potential tragedy. A teacher should, however, remain a teacher and refer the student to other sources available for help.

ACADEMIC DISHONESTY

Some students claim that in certain classes they observe considerable cheating, while in others they observe none. Much has to do with the attitude and behaviors of the teacher. Most experienced teacher know ways to reduce the likelihood of cheating during tests: don't pass tests back to students, number tests, use multiple test forms, actively observe students during tests, check the floor for notes, require students to remove hats and push back hair so their eyes can be observed, and more. Ideas about what to look for can be of considerable help to graduate teaching assistants. One good piece of advice is to "pay attention during student testing."

OFFICE HOURS

Some institutions and departments have a specific office hour policy. Others do not. The main thing graduate students need to know is that whatever the hours, however many they are, effective teachers notify students of their office hours and keep them. Too often students say "I can't ever find you in." The students need to realize that providing individual student help is only a small portion of the teacher's workload. There are specific times when the teacher is available for such help--or when appointments can be made--and the student can count on the teacher to be there at those time. Whenever the teacher must be away from the office during office hours, the teaching assistant can use a note on the door telling students where the teacher can be found (e.g. "I'm running off handouts, so I'm in room 318), or an explanation (e.g. "I'm out of town for a professional conference and will be back Monday.).

PUNCTUALITY

Punctuality can be a difficult task for the graduate teaching assistant. As a student, they are sometimes kept late in one class before a class the teaching assistant is teaching. Many students fail to see the teacher during office hours, but expect to talk about problems immediately before or after class. Trying to deal with problems and issues during that rushed time before and after class can cause a perception that the teacher has an uncaring attitude besides making the teacher tardy for the next class. Sometimes a better approach is the response "I need to start class now, can we talk ...." or "I need to go to my next class but I'd be glad to talk to you tomorrow during my office hours." It's amazing how often students say they cannot ever find the teacher so they want to make an appointment, and when the teacher gives them a specific time during his or her office hours, the student is willing and able to come.

Students have a right to expect their class to start on time. Students who arrive on time can be encouraged--and late arrivers discouraged--if the class always starts on time. We've heard of various approaches to handling late comers: ignore them, praise them when they do come on time, tell them to come on time (otherwise they may think you don't care), tell them they cannot come in the room to disrupt the class if they are more than ten minutes late, prohibit them from entering during a student speech, lock them out if they are late and require them to recite a poem to get into the room, have them enter and sit in the back if they are late, have a guessing game about who is locked out so that the entire class can have some fun over the problem. Will your approach be positive, direct, humorous, or punitive?

PREPARATION

Graduate teaching assistants will be wise to work out an overall plan for instruction at the beginning of the semester or term, then prepare individual class sessions well in advance. The teacher may find it helpful to set up an overall plan of each class day for the entire class. Because of the time required for speeches, the teacher may find it helpful to work backward from the end of the semester, allowing necessary time for speech rounds, when devising a plan for course instruction.

The teacher will want to be well-prepared for each class session before entering the classroom. Preparation can be accomplished by reading the textbook before the semester starts, making an outline of each chapter which can serve as lecture notes, collecting supplemental materials, and planning in-class activities. Learning theory indicates that students learn well from activities, and you may do well to keep lecturing to a minimum. Sometimes teachers think they must "cover" all the reading assignments, when in fact the student should take responsibility for the reading. The teacher may instead highlight important elements, explain complex concepts, supplement readings, and motivate student learning.

Some new teachers find that they plan certain information for a class lecture, then in actuality deliver the lecture rapidly, leaving unplanned spare time. Experienced teachers usually attend class equipped with a more activities than they can use in a given class period. That way, they will be able to fill the class time with positive learning experiences.

ROLE MODELING. The graduate teaching is a role model in the classroom. Thus, you'll want to demonstrate good punctuality, appropriate appearance, preparation, organization, effective delivery techniques, enthusiasm for subject matter, solid and ethical research, and other characteristics of effective communication we try to teach. The graduate teaching assistant's attitudes and behaviors will set the tone for the class.

CREATIVITY

Creativity serves as preparation for life. Communication courses can effectively use creativity in instruction and learning. Some teachers incorporate specific instruction in cognitive patterns during a study of intrapersonal communication. Some teachers assimilate specific creativity exercises to include in units such as problem solving. Some teachers incorporate creativity in their teaching methods, which allows them to respond appropriately to different students in different learning situations. Creativity serves an important function in student learning and teacher instruction.

Educational research has indicated that students can learn better by being involved in a class. Instead of the traditional lecture approach in which teachers "talk at" the students, other techniques tend to be more effective. If discussion is used well with lecture, it too can be a useful learning technique. You should enjoy the using your creativity.

ENTHUSIASM.

One of the single most important attributes of the effective teacher is enthusiasm. You'll need enthusiasm to energize yourself and your students. New teachers frequently worry about their lack of knowledge of the field. Actually, even an inadequately prepared graduate teaching assistant probably knows far more about communication skills than the average student enrolled in the basic communication course. Even the twenty year veterans don't know as much as they'd know. And even the best teacher may forget specific textbook information, or disagree with the instruction of others. Often, new graduate teaching assistants (and some experienced ones) feel an insecurity with admitting they do not know the answer to every question. Teacher who demonstrate an interest in their field, their course, and their students will provide a contagious enthusiasm which will help students learn.

FORMALITY

Formality is another attitude the teacher must consider. What will you do regarding the use of names, your dress, seating arrangement, and lecturing as part of the classroom environment? Should your students call you by title (Mr., Ms., Dr., Professor) and last name, or will the class interact more casually by using your first name? Some teachers call their students by their last names. Some teachers use first names for the teacher and student with night classes, or classes with mature adults. Some teachers prefer more formal dress (ties, jackets, etc.) in the classroom. Most avoid very casual clothes, as they think their dress contributes to their authority in the classroom. Seating may be another consideration. Many teachers find that seating the class in a circle will increase interaction, and the teacher sits down with the student. Other teachers believe the instructor should always set a good example of effective public speaking style by using a lectern.

You will needs to determine how formally he or she will approach the class. Generally, it's easier to relax your formality than it is to get more formal once a tone is established. Although these are individual decisions, You'll want to give some advance thought to the topic.

HANDLING STUDENT BEHAVIORAL PROBLEMS

Periodically a teacher will be faced with students who behave inappropriately in the classroom. Problems such as abusive language, a student who takes a few drinks before he has to give a speech, a student who threatens suicide, a woman who argues over her grade on a test, a and others can put a teacher on the spot. Some considerations include:

1. Does the university or department have guidelines for handling behavioral problems?
2. What can you do to avoid arguments with students over tests, grades, etc.?
3. When faced with such problems, whom should you notify?

----------TO THE BASIC COURSE DIRECTOR----------

INSTRUCTIONAL DEVELOPMENT

If you are a basic course director, you may have tried various ways to maintain supervision over the course. The job may be a difficult one because of the different experience levels of teaching assistants and faculty, the inaccessibility of adjunct faculty, the low pay of part-time teachers, and other reasons. Below are some of the ways that instructional development has been incorporated into the basic course.

1. Teachers may attend an orientation session before classes start.
2. New teachers may take a methods course or attend a seminar in communication education.
3. The supervisor may meet with teachers individually about their work.
4. Supervisors may observe teachers in classroom situations, or have teachers videorecord their teaching for self or supervisor analysis.
4. The department may have written teaching suggestions kept in a notebook or file of materials for teachers of the basic course.
5. Formal and informal meetings may be held to promote a sharing of ideas and experiences among the department teaching members.
6. Faculty may be encouraged to attend faculty development elsewhere in the college or community.

7. Faculty may participate in a retreat in which they can share ideas.
8. Faculty may be encouraged to attend regional meetings of the Council for Higher Education or other group designed to help in faculty development.
9. A local college or university may be requested to offer a graduate credit weekend course for basic course faculty.
10. A monthly faculty seminar to discuss research and experiences may be initiated.

DECISION-MAKING

At the risk of sounding overly simple, directing a basic course requires special sensitivity in decision-making. There are several aspects to this position that make it unique. First, *because the course director is seldom the department chair, he or she has no real authority over the faculty teaching the course*. Although a collegial atmosphere should do more to ensure coordination than an authoritarian one, college faculty are known for being independent souls. Some faculty may balk at teaching a certain way simply because someone tells them to do it. An attitude of cooperation and consensus may be mandatory for reasonable standardization that maintains good faculty morale.

Second, *sometimes because of the demands of a multi-section basic course, teachers must be found from many sources*. Besides the faculty who want to teach the course, regular faculty who "hate that course" may be pressed into service, adjunct faculty with loyalties elsewhere may be used, and graduate students majoring in a different area of communication may be assigned to teach the course. The attitudes of the basic course teachers may range from excellent to poor. A sensitivity to involving and helping the various teachers may be useful. A disgruntled adjunct faculty member, for example, who was not involved in course decision-making processes may cause considerable problems. As the saying goes, you can either spend the time up front planning or spend the time afterward cleaning up. Sufficient planning can minimize problems later.

Third, *sometimes the faculty teaching the basic course are fresh graduate students who have never taught before*. Their enthusiasm may go farther than their knowledge. One administrative aspect this author found frustrating was that because there is constant turn-over of graduate teaching assistants there was never an experienced crew. You may also have professors who have taught the course--hopefully, not always the same way--for over thirty years. Instructor coordination and development becomes important in all cases. You may want to divide the experienced and inexperienced teachers so that you work with them separately, or you may want to work out arrangements to pair them together. Everyone can use an occasional shot in the arm and a pat on the back. Opportunities for sharing ideas, new instructional activities, and praise can be helpful.

INTER-UNIVERSITY COORDINATION. Coordination within the university may be most helpful if the course is required by a variety of disciplines. The director will want to determine whether the basic course format and instruction meets the needs of the various departments that require the course of their majors. Maintaining good relationships throughout the university can prevent problems caused by an up and down enrollment rbecause departments continually change the communication course requirement.

MANAGING TEACHERS OF THE BASIC COURSE

MANAGING FACULTY. The basic course often has a variety of people teaching the course, and their experiences and positions influence the way they teach the course. Everyone can, however, approach the basic course with the utmost professionalism. We have, however, found certain problems with different groups. We feel that to the extent possible, teachers and directors of the basic course should work to solve these problems. Where they cannot be solved, they should at least the basic course director and teachers should understand, adapt, and provided compensation or perks in other ways.

FULL-TIME FACULTY. Full-time faculty often place the basic course as a low priority. They feel their responsibilities in research and instruction of upper level and graduate course are more important, which in fact they may be. The problems seem to come when regular faculty are assigned to teach the basic course when they do not want to do so. You may want to avoid this approach, if possible. Faculty who teach the basic course "on automatic pilot," who don't care what the book is because they'll teach it their way, who fail to demonstrate concern or enthusiasm because they are burned out, do a disservice to themselves, their students, and their department. Such problems may be best dealt with rather than ignored.

ADJUNCT AND PART-TIME FACULTY. Adjunct and part-time faculty are often talented and experienced teachers. They may have high school teaching experience, work in private industry, or have some other special expertise they bring to the classroom. They are usually hired, however, because of lack of funds. If the institution adequately funds staffing positions, these people are not needed or they are converted to regular positions. The problems may revolve around such issues as insufficient pay, too heavy or too hectic of a teaching load, need to teach similar yet different courses at several different institutions, a feeling of being an outsider or less than equal member of the faculty, and different or subservient treatment by the regular faculty or administration.

MANAGING GRADUATE TEACHING ASSISTANTS

Graduate students usually make up for their lack of knowledge with their enthusiasm and energy. Typical problems with graduate students seem to revolve around a variety of issues: insufficient background in the subject, no prior training in teaching techniques, interpersonal problems with other graduate students in the department, difficulty in handling the dual roles of student and teacher, and stress or difficulty in handling the workload (especially during comprehensive examinations and thesis or dissertation writing).

LACK OF EXPERIENCE. First semester graduate teaching assistants may be quite nervous about their lack of knowledge and experience. Final semester graduate teaching assistants may be so concerned about finishing their dissertation that their classes suffer. Some degree of supervision and encouragement is helpful throughout the graduate student's work. The graduate students will be full of ideas and suggestions. A basic course director who is willing to listen and modify can use their ideas to solve a lot of problems.

Departments with many graduate teaching assistants often develop certain problems or characteristics that make special demands of the basic course director. For example, some graduate teaching assistants will be away from home for the first time, others may be immature, others may develop sexual relationships with one another, some may be experimenting with drugs or alcohol, certain cliques may develop, and on and on. One male graduate student who wanted to be liked by his students, for example, gave attractive females in each class a copy of the textbook's testbank so they would do well on the departmental exam. Once the testbank was out, the entire faculty had to change to another textbook the following semester.

CONSTANT TURNOVER. One frustrating element is that when the graduate students become his or her best in the classroom, the student will probably graduate and move elsewhere.

PRIORITIES. Although some problems may be typical for any supervisor, the supervisor of the graduate teaching assistant is unique because the graduate assistant is both a teacher and a student, an employee and a customer. A special case may develop when a graduate teaching assistant is fired as an employee, because he or she may feel forced to leave the program of study.

GROUP THINK. It seems that because of the special nature of interaction among graduate students, a certain personality or way of thinking develops among them. Some of this personality may be generated by the contradictions of their position: some graduate students may be dating others, while still others are jealous; some are barely 21 years old while others may be in the thirties, forties, and fifties; they are constantly shifting roles between student and teacher; they feel the prestige of teaching college and the pressure of being on the bottom of the pecking order; they think that being in school for several years makes them an expert on how to teach; although they may find teaching more rewarding than taking their own classes, their studies should be their top priority.

Other aspects to this personality may be generated by the frequent and heavy involvement they have with each other: graduate teaching assistants may be in competition in classes they are taking; they may be dating each other; they may live together in a graduate dorm or off campus; they may study together; and in fact graduate teaching assistants may see more of other graduate students than anyone else in their lives. Another concern is that graduate teaching assistants may develop a special relationship with the basic course director, one of a mentor, confidant, counselor, or idol. The basic course director should realize that these special factors can make effective supervision of graduate teaching assistants a challenge.

EXAMPLE MEMOS

Below are some example memos to generate ideas about specific procedures you might use in your course administration.

Basic Course Memo

TO: New Graduate Teaching Assistants
FROM: Basic Course Director
DATE:
RE: Welcome!

Welcome to our program. You have been selected to be a graduate teaching assistant for ______________________ semester. You should expect to be assigned ______________________ sections for a ________________ time assistantship. Your assigned professor is ______________________________________.

I am proud of our program and the people in it, and will try to support you in any way possible. I look forward to working with you in the graduate program in addition to your role as an assistant.

I want to meet with new graduate teaching assistants beginning at 9 AM August 28 (keep Saturday open for meetings too).

For new teaching assistants, I recommend that you talk to an experienced teaching assistant for advice. If the prospect of teaching college in a couple weeks seems a little overwhelming, realize that we will provide a support system for you. Two experienced graduate students have asked that you contact them: ____. If you are just coming into town, call them when you arrive. You'll find these folks helpful, and they will enable you to connect with the other graduate teaching assistants for pre-semester festivities.

I look forward to talking with you soon!

Basic Course Memo

TO: Graduate Teaching Assistants
FROM: Basic Course Director
DATE:
RE: Ready for Semester

This letter is an update for graduate teaching assistants who will teach Public Communication this fall. Enclosed you will find course materials: the text, course syllabus, teacher's manual, and workbook. You must keep all teacher's manuals and test bank questions secure because we will use them for departmental examinations.

There are often last minute changes, but the plan is that the following people will teach two sections of the course:____. The following new graduate assistants will assist a faculty member:____.

There will be some changes in the way course will be taught this Fall, so I'll want to meet with everyone to discuss the changes. Graduate assistants need to attend the orientation sessions beginning August 24. I will meet with all graduate assistants after the general departmental meeting on Wednesday (see posted departmental notices). Assistants will meet with me or their direct supervisor on Thursday and Friday, then regularly throughout the semester. Although I am not on staff this summer, if you have any questions, be sure to contact the department office. I look forward to seeing you August 24.

Remember, make sure that you put your schedule in my mailbox as soon as you know it, and your first, second, and third choice for teaching times. I will give priority to those teaching assistants to whom I gave difficult teaching schedules last semester. The next priority will go to experienced teaching assistants. I will try to meet your requests to the best of my ability. The process is one that makes virtually everyone "sort-of" satisfied, so I appreciate your patience. The schedule should be worked out late Friday, unless there are administrative changes in the course schedule.

Basic Course Memo

TO: Faculty Who May Teach the Basic Course
FROM: Director of Basic Course
DATE:
SUBJECT: Procedures for Basic Communication Course

Here is some information about the basic course for fall semester.

Teaching assistants will follow my guidelines, but faculty need only follow these suggestions to the point where they are helpful. Teaching assistants are responsible to me, but faculty are responsible to the department chair. Although the standard syllabus is enclosed, you may with to incorporate it into your own syllabus.

We will continue with the same textbook, and add a workbook (see enclosures). If you want to put supplemental materials on library reserve, please do so. I put the common syllabus, textbook, and an old departmental test on two-hour reserve under my name, and your students are welcome to use them.

As I said the standard syllabus and workbook are enclosed. We are taking this approach for three reasons: to standardize sections, make it easier to cover classes when instructor absences are necessary, and to save the department money. Because the department of communication (teaching assistants, especially) has an extremely limited budget for copying next semester, we expect the use of this workbook to substantially reduce your need to copy critique sheets and handouts. I suggest you collect all the feedback sheets from students (without names) at the beginning of the semester, then use them and pass them out as needed.

The textbook has a teacher's manual and computer test bank. Because we will use these for the departmental and individual tests, we need to maintain security over all copies of that manual.

The exact content and grading in the course will be the teacher's responsibility. Remember that university policy requires us to give our specific grading procedures, attendance and makeup policy, and course objectives to students during the first week of class.

I appreciate you help with the basic course.

Enclosures

Basic Course Memo

TO: Graduate Teaching Assistants

FROM: Basic Course Director

DATE:

SUBJECT: Final and Grading Requirements

This memo contains important information. I expect you to take the time to read it carefully and follow it exactly. I you have questions, see me. We are at the point in the semester when there is little room for flexibility and patience is wearing thin. So, continue your good work through to the end.

Use the same format for *preparing the final examination* as you did on the midterm. I recommend at least 40 objective questions, or at least 30 objective-essay questions. You may use a comprehensive or unit approach.

1. Work with members of your group (assigned earlier) to share preparation and suggestions.You may come up with a joint or separate exam. The objective of the group is to improve your test.
2. Show me the exam *before* you run it off for classes. I have already approved several exams.
3. Finish your exam by next week, so you can send it to the college print shop. Your exam must be sent in one week *before* you need to give it. Be sure to mark "Test needing security," so they don't use student workers to run off the exam.

4. You must give your final exam during the scheduled final exam period. There will be no exceptions.

The procedure for turning in the final grades will be:

1. Prepare your final grades so that they average between a 2 and 2.5. (Actually figure the mean, and attach it to your grade sheet when you turn them in to me.)
2. There will be no "incomplete" grades for the basic course, except in extreme emergencies. To give an incomplete grade, you must have my approval, and provide explicit written instructions explaining what you and the student will do to complete the work.
3. As soon as you have them figured, give the grades to me to approve and submit. Do not turn in the grades without my approval. If the combined grades for your sections do not average between a 2 and 2.5, I will give them back to you to refigure.
3. I will be on campus at least briefly every day through final exams. Grade your exams and figure final grades quickly, so that you are not caught in a bind as far as deadlines. No one will be hovering over your shoulder, so you need to be responsible for meeting all deadlines.

Okay, once and for all, why the hardnose approach to grades?

1. The college and the department defines a "C" as an average grade, therefore, the class mean should by definition be a "C."
2. Sound learning theory tells us that the more difficult the obstacle, the greater the student learning. Students learn less in easy courses.
3. There is a nation-wide grade inflation that has caused problems of lowered college standards and lowered student performance. Responsible teachers across the nation are working to restore high expectations and responsible grading procedures.
4. There is no justification for the basic communication course having a reputation as an "easy 'A' course." Such a reputation hurts us and our department and makes it more difficult for those who teach to obtain high student performance.

You have done a superior job this semester. I sincerely appreciate your effort, and the personal support you have given me. If any of you need me to return the favor through a letter of reference, thesis assistance, a friendly ear, or whatever, please let me know. Thank you for an excellent semester!

Chapter 4: Technology and Videotape in Communication Instruction

> "I had, out of my sixty teachers, a scant half dozen who couldn't have been supplanted by phonographs."
> --Don Herold, American humorous writer and artist

There are a variety of potential uses of video technology in teaching college communication courses. Such approaches as computers, speech recording, speech models, recorded lectures may all prove valuable.

Teachers of the basic communication course will find audio-visual materials extremely helpful in the classroom. Those materials need to be used with purpose and advance preparation to enhance learning. There are a variety of workbooks that can give the teacher ideas on effective use of audio-visual materials. Among current uses, there is a growing movement in communication to use microcomputers as a learning tool. Technology can free you to work individually with students, enhance student interest and involvement, and increase teaching effectiveness.

VIDEOTAPE USE IN INSTRUCTION

The purpose of this section is to help instructors improve the quality of instruction for the basic communication course. Although department members have the capability of using videotape in communication fundamentals, effective instructional use remains a concern. Those teaching the course generally have little, if any, previous experience in using videotape for speech instruction, and limited knowledge of the research in using videotaping which has been conducted over the years.

In the basic communication course, teachers frequently have difficulty explaining their expectations of effective public speaking to students. Students have expressed a need for sample speeches to be presented to help understand the assigned exercises. Because students take the course to learn effective communication skills, their early speeches provide poor models for each other. Videotaped speeches can, however, enable the you to show students effective speeches. Clarification may improve student understanding of course expectations, thereby increasing the student's attitude toward the speaking assignments and his or her actual performance.

Teachers of the basic communication course will find audio-visual materials extremely helpful in the classroom. Those materials need to be used with purpose and advance preparation to enhance learning. There are a variety of workbooks that will give the teacher ideas on effective use of audio-visual materials. Among current uses, there is a growing movement in communication to use microcomputers as a learning tool. Technology can free you to work individually with students, enhance student interest and involvement, and increase teaching effectiveness.

VIDEO USE IN COMMUNICATION

There are a variety of potential uses of video technology in teaching college communication courses. Such approaches as computers, speech recording, speech models, recorded lectures may all prove valuable.

By using speech models, students can see examples of effective speakers, after whom they can model their performances. In addition, by viewing and analyzing the videotape as a class exercise, speech performance expectations should be clearer. Short term benefits of videotape use may be improvement of the student's attitude and performance. "Negative student attitudes" was one of the major problems reported by a study of the basic communication course in colleges around the nation (Gibson, Gruner, Hanna, Smythe, & Hayes, 1980).

For over twenty years, communication researchers have investigated the use of videotape in the college speech course. In a survey of the basic communication course in higher education, Gibson, Gruner and Petrie (1970) found that model speeches were shown in twenty percent of the nation's schools. According to a re-examination study, (Gibson, Kline and Gruner, 1974): "Half of the schools reporting indicated that one or more assignments are videotaped and then played back to students" (p. 211). A more recent study indicates that the majority of schools now use that technique (Gibson, Gruner, Hanna, Smythe, & Hayes, 1980). Thus, research indicates an increased use of videotape in communication classrooms.

Teaching assistants and faculty may want to use videotape to increase their success in the classroom. When videotaping was first employed in speech, research on the effects indicated a variety of positive results for the instructor, such as increasing teacher effectiveness (Goldfaden, 1971) and improving teacher credibility (Nelson, 1968). Researchers found positive effects for the student too. The use of videotape recording increased student participation and interest (Stroh, 1969, p. 10), provided an external motivation for the shy or self conscious student (White, 1969, p. 14), and helped all students to focus on their abilities in relation to others (White, p. 16). The teacher can expect videotaping to create positive results by improving student attitude via speech videotape recording (Bradley, 1970). Goldhaber and Kline (1972) noted higher student attendance in classes using videotape than in those not using the medium and an improved student attitude following videotaping. In another study, students who saw themselves on videotape developed a more realistic self-image (Dieker, Crane, & Brown, 1971).

Not all videotape use has been positive, however. Some teachers, for example, reported increased speaker anxiety when videotaping. If used "properly," however, videotape does not increase speaker anxiety, exhibitionism, or reticence (Lake & Clifton, 1984). One's success seems to depend upon the teaching methods employed. McCroskey and Lashbrook (1970) said that their most important research finding was that videotaping could have a positive or negative effect, depending upon how it was used. One would expect those teaching in the Department of Communication to benefit from learning effective techniques in using the videotape recorder. Faculty may find it extremely helpful to have an instructional manual that contains a synthesis of the research, and suggestions for improving speech instruction.

Golthberg (1983) gave several different examples of using videotape in higher education:

> The University of Utah is using the videocassette to help students bone up for examinations. Program materials range from course offerings in the sciences, and ethnic studies, to speech communication. The on-demand viewing capability of the videotape player allows the viewer to stop, reverse, and start a tape again as desired....
>
> David Taugher, a doctoral candidate in the Department of Speech Communication at the University of Arizona is using video to help those who suffer from what he terms "communication apprehension." Taugher is primarily concerned with those individuals who experience so much anxiety about speaking in front of others that they actively avoid small group discussions, interviewing for a job, or any type of public speaking. In developing a training program to help them, Taugher found that when students see themselves on videotape, there is an incredible breakthrough. They discover that their fears of not being like everyone else are groundless, and this video feedback helps to reduce anxiety levels. (p. 148)

RATIONALE FOR VIDEOTAPE

Many teachers do not use modern technology in their teaching classroom, perhaps because they do not know how to employ it. For others, the use of television and videorecording has provided assistance for years. Different writers have recognized different advantages.

1. "The use of media sharpens the senses."
2. "Media is a natural way to learn."

3. Media gives "a new way of processing and presenting our statements," so as to increase student commitment, concentration with a longer attention span (Concannon, 1979, p. 3-5).
4. "The advantage of video over television is that it is not transitory; it can be stopped and wound forward or backward, and thus it can be used more effectively by the individual learner at his/her own pace and by groups of students for in-depth discussion and analysis." (Zuber-Skerrit, 1984, p. 9)

EFFECTIVE USE OF MODELS

By using speech models, students can see examples of effective speakers, after whom they can model their performances. Short term benefits of videotape use may be improvement of the student's attitude and performance. "Negative student attitudes" was one of the major problems reported by a study of the basic communication course in colleges around the nation (Gibson, Gruner, Hanna, Smythe, & Hayes, 1980).

Effective instruction with videotaped models requires many of the same teaching techniques as film, television, and model use. Consider the strategies below as ways of increasing instructional success.

1. Preview. You can spend your time wisely by previewing any videotape (film, filmstrip, or audiotape) used in the classroom. Previewing enables you to make sure the material is appropriate for the particular class and situation, and you can plan how you will conduct the class activity (Concannon, 1979, p. 15). You may find it particularly useful to discuss the particular speaking assignment coming up, and explain to students the things you will be expecting from their performances.

2. Instruction Before the Model. The best use of a model will prepare the class for the speech model. Assignments and discussion may gear the student's thinking and make the viewing more meaningful. You will want to be aware of the content, so that you can introduce the tape for effective student viewing (Concannon, 1979, p. 16). Before the first speech viewing, you might discuss the speech critique sheets, what each topic area includes, and how to complete the forms. Each student may evaluate all aspects of the speech, or different students may analyze different attributes of the speech.

3. Showing the Videotape. You will want to be familiar with equipment operation before showing the tape, or have a student assistant who knows procedures. A few

minutes of instruction and practice in advance of class can prevent awkward moments before the class. Student will expect the same principles which speech instructors teach regarding effective use of visual aids to be employed when showing speech models. Of course, you will want to make sure the videotape is shown in an appropriate room. Perhaps you will want to stop the videotape to discuss the segment seen, hypothesize on how the speaker might effectively conclude his or her speech (Concannon, 1979, p. 16-17).

4. After Viewing. The videotape may be followed by a discussion or assignment of some kind. You might ask questions such as:

a) How does the speech compare to speeches given in class so far?
b) What was the speaker's greatest strength?
c) How could the speech be improved?
d) What might the student have done differently?
e) What kind of comments did the students make on critique sheets?
f) What overall letter grade would the student and/or instructor give the speaker, and why?

EFFECTIVE USE OF SPEECH VIDEORECORDING

Some people recommend using students to operate the equipment, while others do not. Concannon suggested explaining to students that "the equipment is delicate, sensitive, expensive, and if inoperative, not much good to anyone." He found students to be careful, involved, and comfortable in operating television equipment (Concannon, 1979, p. 61).

An instructor may use audio recording in a similar way. Each student can be required to purchase an audio cassette tape, which he or she will bring to class whenever a speech assignment is due. You may use a small audio recorder to record the student's speech, then give the tape to the student to listen to outside of class. Nearly all students have their own cassette recorder, or have access to one they can use to listen to the tape. The experience may be guided by having each student critique his or her own speech, write a paragraph about what he or she learned by listening to the speech, or other follow-up activity.

An atmosphere which is conducive to learning is important during videorecording playback. As Laybourne (1980) explained:

> There is little need for formal discussions during the immediate playback of tapes. Instead, try to establish a quiet, reflective atmosphere. Occasionally interject a positive comment about that we're watching. (p. 109)

Gothberg (1983) defined video feedback:

> An individual or group of individuals are taped and then the videotape is played back without alteration. There is no attempt to provide action-oriented camera work or to make an interesting visual presentation. The main purpose of video feedback is to show teachers or students how well they are performing in the classroom. Since the camera does not lie, the tape provides an unbiased view of one's performance which can be an eye opener. (p. 136)

You will want to determine how the speeches will be videotaped and who will watch the playbacks. There are several alternatives in the stages of recording, playback and requirements. Recordings and playbacks may take place during class time, and/or outside of class. First, regarding recording:

1. The speech may be recorded in class.
2. The speech may be recorded as a practice session before presentation to the class.
3. The speech may be recorded after giving it to the class, so that the student can modify as recommended.

Second, regarding playback:

1. The student may view the playback alone.
2. All students in the class may view the playback.
3. The students may view the playback with a peer or a small group. For example, five students may give speeches during one class session, and stay to view their speeches after other students have been excused.
4. The student may view the playback with the teacher.
5. The student may be required to view the playback, may use it solely as a self-improvement tool, and/or receive extra credit.
6. The student may view the playback with a selected class partner.

TIME. Playback in class nearly doubles the time required for giving speeches. Out of class playback will conserve class time. The instructor will also need to determine how may speeches will be videorecorded. The instructor may record all speeches, and simply play back a segment from each speech.

RESPECT FOR STUDENTS. Many students may already be reticent about giving the speech and feel that videotaping adds extra pressure. Therefore, the instructor needs to be especially careful to respect the student, and help him or her to feel comfortable about the videotaping. As Gothberg (1983) explained:

> No person should ever be videotaped without an adequate explanation about how the process works, and how it

> will be used in any given situation. This experience can be a very traumatic one if it is "sprung" on the neophyte who is still finding his or her way....A lack of sensitivity on the part of a supervisor may very well negate the good that might have come out of the video feedback experience. (p. 1327)

Perlberg's (1984) extensive use of video self-confrontation techniques indicated that it created stress in the user. He wrote:

> We experienced reactions from trainees which ranged from extreme expressions of self-satisfaction and enthusiasm through moderately favourable reactions, various degrees of pain and stress during the discovery of discrepancies [between perceived and actual performance], deeper arousal, stress, anxiety, expressions of agony up to outbursts of tears and expressions of despair. (pp. 116-7)

With potential for such intense feelings, you will want to approach videorecording with sensitivity. There appears to be many valuable uses of videotape, and effective use may be employed by any instructor. A little first-hand experience will help you determine the best videorecording techniques for your classroom.

Chapter 5: Using the Case Study in Teaching Communication

"What I have been taught, I have forgotten; what I know, I have guessed."
--Charles Maurice de Talleyrand, 19th century French diplomat

CASE STUDY METHOD

A case study is a story about certain issues that relate to the topic(s) to be learned in class. One of the advantages is that case studies are usually sufficiently complex to incorporate several ideas that allow integration and synthesis of course content. If there is only one point, then it is really an illustration. There are 21 cases or illustrations with questions at the end of this chapter to be used in teaching communication principles.

Most people credit the case study with being developed at the Harvard Law School. Since that time, the method has proved useful in many different fields. Although the case usually has some detail, certain details, including the ending are left out. A good case has sufficient ambiguity that it can be interpreted in different ways by different students, so that students want to know more. The case needs complexity for interest and thinking. Although the case isn't always a real situation, the simulation should be a model of reality. Students should perceive that it is a realistic situation and come up with a realistic answer that is not overgeneralized. Of course one advantage in such cases is that students have a high involvement, but there is no cost for mistakes. The cases in this chapter are based on situations explained by college students in the basic course, so they should represent ones with which students can emphathize.

Although students may feel frustrated because there may be no single best, right answer, they can learn to give behaviors that will work in this situation. When the student demands the teacher "tell the right answer," the teacher can respond that he or she will not be there to give the right answer in the real world, thus students need to learn how to figure out their own best answers. Students are required to think critically.

When using the case study method, the teacher moves into the background and the student moves into the forefront. While the teacher is the questioner and the summarizer, the student is the analyst, the integrator, the discussant. The student has the responsibility for preparing for a class so that he or she knows the various facts and issues, has ideas for solutions.

In Smitter's session, he made the point that the teacher should teach students how to use the method and why they were doing it. When using nontraditional modes of instruction, some students resent the use of these methods. The teacher may hear something like: "I'm paying for this teacher to tell me the answers." or "I don't want to be a guinea pig for some research." When faced with different teaching/learning methods, some students become suspicious. Some even resent taking responsibility for their own learning. By teaching students how to use your specific method and by helping them understand why you are using the method, students may have a more positive attitude toward the learning and the teacher.

When participating in a seminar for teachers using the case study method, one group member observed that when confronted with a case we only discussed it for a few minutes. Then we teachers were asking the discussion leader (a teacher who was more experienced and trained in the case study method) how to do the method. Our discomfort with taking responsibility for figuring out our own answers led us to "seek the answers from the teacher" rather than from ourselves. One who uses the case study method to teach would do well to be a participant so as to understand some of the ambiguity and frustration the method can cause. So why should we use it?

According to McKinnon, the case method is a way of encouraging individuals to listen to each other, comment on the issues, make connections, contribute, and increase attendance. Smitter says there are are several special types of learning that occur through the case study method. He recommends that students learn this process at the beginning of a course before they use the method. The teacher may want to discuss his or her content AND PROCESS objectives. The teacher can establish that "this class is different," perhaps by using a case study the first day. You can establish the new rules at the beginning of the course and tell students that: "There will be days when you won't have a lot of notes." One thing that may help is for students to understand the expectations. "During the first six weeks of this course while you are learning the content of the course, we will use one case study every day." "You can expect a case study every Friday." "We will be using case studies at the end of the course to give you some practical applications for the theories you learned during the semester." In addition, the teacher may want to do a contract with the student (see example in Course Design chapter).

1. Discovery. Students must learn to discover the facts and issues for themselves. They will benefit from seeing the various perceptions held by other students.

2. Probing. Students are not allowed to consider the case simply at face value, but are expected to probe for meaning and insight. What are the meanings? Underlying issues? What is going on?

3. Practice. Students are taught the habits of responsibility and analysis.

4. Contrast and comparison. Students can look across different cases for commonality. They can examine diverse elements of the content of the course and draw from more than one case. They are encouragee to integrate.

STRUCTURING A CLASS SESSION

Some professors think that the case-discussion method requires far more work than lecturing. Unfortunately, many students don't perceive it that way because they think THEY are doing all the work. Perhaps this is as it should be. Regardless, there are some specific things you may want to do in structuring your class for case-discussion.

PRIOR TO CLASS. Students should read the case for details, analysis, and understand. They should come to class prepared to discuss the case. The teacher should know the case well, establish his or her expertise, and be prepared with one outstanding question to start the interaction and other support questions. You can enhance the class interaction by arriving early and engaging in small talk before and after class. An aura of informality may help students to interact more effectively.

DURING THE CLASS. Students discuss the case. In addition to asking questions, the teacher will probably want to evaluate student discussion. If students are to learn through the case study method, their grades will need to be tied to the method. That may mean that the teacher will conduct analysis of student behaviors during the class. One teacher has a computer printout for each class so that they can observe objectively and establish a day to day pattern of feedback. Other teachers use a team approach to assist in evaluation.

AT THE END OF CLASS. Because some students are so used to the lecture format, some teachers find it useful to provide a summary lecture at the end of the class. Of course, this may have a detrimental effect on the class if students feel proud that they came up with their own good ideas, then find out that they were simply the ones the teacher led (or manipulated) them into finding. Smitter recommends putting an incomplete outline on the board or overhead transparency to simulate memory. To stimulate more discussion, he might say: "Anybody can memorize these terms and theories but what's important is how we apply them. Who wants to start us off?"

Some teachers who use the case study method say that they have some uncomfortable moments. Those times may be when students come to class without preparation and are unable to discuss the case. They may be when students simply fail to discuss and the teacher finds himself or herself trying to drag students through the case. There are differing approaches to the problem. Several minutes of silence, with direct eye contact from the teacher is one method. Dismissing the session and sending students to the library to find the answers is another approach. Calling for individual student conferences for assessment is another way to handle problem. Giving back written feedback is another method.

QUESTIONS TO INITIATE AND MAINTAIN DISCUSSION

You probably will use questions to initiate and maintain student discussion of cases. Although you may try to guide students into a certain direction, you can also chose to allow the students to handle their own discussion. A skilled teacher can guide the class to the point when the students realize what the teacher wanted them to learn. This accomplishment will be through your questioning ability. Most teachers find a supportive atmosphere to be most successful. If a student is insistent about a position with which the teacher cannot agree, you can require the student to support his or her belief. A statement like, "What evidence can you give to back up your idea..." or "As I understand your position, you think...," or "we need to move on now, but if you'd like to talk with me in my office about these other issues, that would be fine." Being able to integrate student ideas is helpful, "When Reggie brought up the idea of ...." or "I think Beth hit the core issue when she asked the question...." Here are some other questions that can be helpful.

Example Questions for Cases

1. What is going on here?
2. Can you define the problem?
3. What are the issues involved?
4. Don't just look at the symptoms, what process is happening?
5. What is it that you think you know?
6. Is there a surface problem and a deeper problem?
7. Work out an approach before next class, then be prepared to defend your approach?

8. What would you do if you were in this situation?
9. What is the next step?
10. What's good about this?
11. Write up an analysis of this case for next class, then we will discuss each student's perception.
12. What's wrong about this case?
13. Has the character made a mistake?
14. What should have been done differently?
15. What is the problem?
16. What is the background to the problem?
17. Who is at fault?
18. What communication principle is working (or failing to work) here?
19. What communication problem needs to be solved here?
20. What communication skills are needed by the characters?

Below are cases and illustrations that can be used in speech communication instruction. The first 21 are designed primarily to discuss public speaking issues.

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1. Sunday Sermon

Topic for discussion: Process of Communication

In Debbie's church the college students were responsible for one church service a year. When the group heard she was enrolled in an oral communication class, they unanimously decided Debbie would take responsibility for the sermon. She suddenly realized that--like the minister does every week--she had the job to reassure, to inspire, and to motivate the entire congregation.

Debbie was excited about the prospect, but a little overwhelmed when she started thinking about it: "There was so much to do," pondered Debbie. "I need to figure out a topic, plan a message, do research for support, and give the message." Debbie didn't want to compete with the congregation's idea of the minister, so she decided to be different. "I need to be sensitive to the setting, the expectations of the congregation, my own skills. I want to be interesting and minimize my nervousness. For one thing, I could direct their attention to some audio or visual aid. Wow, what a lot of decisions I have to make."

1. Make a list--in a logical order--of the steps Debbie should take in preparing and delivering a speech.
2. Apply this situation to a model of public communication.
3. What are some basic principles of communication that Debbie should apply to this situation?

4. How might the perception of Debbie, the minister, and the congregation differ?

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2. Meet Some Friends

Topic of discussion: Communication Apprehension

Matt invited his good friend Brian to attend a Young Life meeting: "I want you to meet some friends. It's not a stuffy religious group. These meetings are fun, exiciting, and spontaneous. I look forward to going."

"Do I have to DO anything if I go?" asked Brian.

"No of course not. They're just a good bunch of people I want you to meet," said Matt.

"I'm not going if I have to talk about my religious beliefs or listen to some sermon" insisted Brian. "I consider my religious beliefs private. Besides, one time when I had to talk to a group of twenty strangers I shook all the way to the front, I guess I said a few things, but after I was done, I didn't remember a thing I had said!"

"You don't have to give a testimonial OR listen to a sermon. Just come with me and enjoy yourself," invited Matt.

"Okay, okay. You win. I'll go, so long as I don't have to DO anything."

Matt and Brian got stuck in traffic on the way to the meeting. When they finally arrived a few minutes late, the meeting had begun, and they couldn't slip in without being obvious. The leader acknowledged their awkwardness and said: "I see you brought a friend, Matt. We're delighted to see a new face. Come on up and introduce yourself. Any friend of Matt's is a friend of all of us!"

In his panic, Brian glared at Matt and said, "I'm not going...." Matt interrupted under his breath, "don't be silly, you'll be fine," then loudly he said to the whole group: "I want you to meet my friend Brian Shah." Brian looked around the room at the dozens of unfamiliar faces.

With enthusiasm, the leader said: "Welcome, Mr. Shah. Come up here and tell us about yourself." Matt nudged Brian and gestured toward the front of the room.

1. Why does Brian feel apprehensive in this situation?

2. Do you think Matt misled Brian or simply perceived the situation differently?
3. What can Brian do to face the situation with composure?

---

3. Diabetes Diagnosis

Topic for discussion: Listening

Derek had difficulty seeing recently and decided he better have his eyes checked. After a careful examination the ophthalmologist wanted to conduct more tests, particularly for diabetes, and sent Derek to his family physician. After the tests, Derek's worst fears seemed fulfilled. Dr. McIntosh said that Derek would have to change his way of life because he has diabetes. The doctor briefly explained some of the serious side-effects and potential problems of the disease. Dr. McIntosh said she didn't know whether or not Derek's illness could be controlled through diet, but that's where they would start. The first thing she told Derek was to attend a meeting at the hospital: "The meeting is held the first Tuesday of every month, at 7:30 PM, in the Stephenson room at Washington General. A hospital staff person who is a diabetes expert will conduct the meeting, explain what you need to know about the disease and your change in lifestyle."

In Derek's first week of disbelief about the news, he tried to come to grips with the implications of the disease. A hundred questions must have come to his mind since he met with Dr. McIntosh. He wanted a long and fulfilling life and began to realize the importance of changing his behavior. Although he dreaded going to the meeting at the hospital, he knew he must understand and remember the content of the lecture. On the way to the meeting, Derek thought "I have to make sure that I concentrate on the meeting, but I don't know if I can."

1. What type of listening does Derek need to do in this situation?
2. What are some factors that make concentration difficult for Derek?
3. What specific skills and behaviors can Derek practice in this situation to improve his listening?

---

4. Graduation Award

Topic for discussion: Topic Selection and Purpose

After receiving her outline back with some concerns and questions, Deborah went in to talk to her speech teacher about the planning of her message. She took this job very seriously, because she knew she needed to improve her public speaking ability.

On the day of her speech, she was well prepared, well researched, and well rehearsed. When the moment came to talk to her classmates, however, she rattled off her speech at 100 miles per hour while looking down at her notes through the whole thing.

When she received the feedback from her teacher, Deborah's grade was low and the feedback was critical. Went in to talk to her teacher, not about improving her grade, but about improving her skills.

"I need to be able to speak well. I'm going to be an attorney, so I need this skill. Sometimes, I get so nervous, though."

"You're right about needing to improve your skills. An attorney must be able to do well in public speaking. I could tell your speech was planned well. How many times did you practice your speech?" asked her teacher.

"About three or four times, then I just looked at the notes a few more times," Deborah said.

"I think you planned well, but you went over the speech so many times that you lost sight of the fact that you need to interact with your audience while you speak."

"If the speech is impromptu, I'm fine," explained Deborah. "I can think on my feet and respond intelligently. If I have to plan a speech, however, I'm a mess.

"Here's a relaxation tape and a book about communication apprehension you can use at home to help," said the teacher.

"Great, I'll use them. But I'm at a loss. I'm a graduating senior. I've put this class off for four years. Now I'm graduating. I won the Eleanor Roosevelt award, and I have to give a speech when they recognize me at graduation.

"That award is for outstanding academic and service achievement, right?" asked her teacher.

"Yes," said Deborah. "I'm so honored. But, they'll give it to me in front of everyone at the college graduation. That means faculty, administrators, students, and their

relatives. I'm supposed to accept the award and then give a short speech. I'll tell you. When I found out about the speech, I almost said I didn't need the award. What can I possibility say to a group of people like that? Have you ever watched the academy awards? Those people give short little speeches, many are nervous, awkward, and boring. What on earth should I say?"
1. What factors are causing Deborah problems?
2. What should Deborah consider in selecting a topic and purpose?
3. Brainstorm to generate a list of ten topics Deborah might use, then narrow them to three specific topics and purposes appropriate for this situation.

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5. Introduce Jesse Jackson

Topic of discussion: Analysis of the Audience and Occasion

When Monica was in high school, presidential candidate Rev. Jesse Jackson came to her school to speak. Of all the students, Monica was selected to introduce Rev. Jackson. He came to preach about substance abuse on today's young people. The auditorium was packed with 1700 students of all backgrounds. There was a loud cheer for Jackson when he entered the room and took his seat on the stage. Monica was disappointed to find out that he would not talk about his political campaign, but would discuss alcohol and drug abuse. She knew he would be captivating and informative, using his personal appeal and charisma to charm his audience. After he preached the does and don'ts, why's and how's, he would ask questions on how people drank or did drugs. He would then ask those people to come to the front of the stage and recognize themselves. Some individuals would go to the stage because they were real drug abusers, others would want attention.
1. What factors of the occasion will influence Monica's speech?
2. How can Monica best adapt to her audience?

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6. Public Health Levy

Topic of discussion: Planning and Research

Pauravi is concerned about the upcoming Public Health Levy. Because she plans a career as a health care professional, Pauravi knows a lot about the issues. She has passed out literature, even gone door to door talking to people.

Pauravi arranged to talked to every group she could find the final days before the vote. She looks over her list: Wednesday evening she will talk at several churches. Thursday there's a PTA meeting. Friday there's a Lion's Club luncheon and an Arts and Humanities Council conference Friday night. Saturday there's a fun run at 10 AM. She hits more churches Sunday. Monday, there's an American Business Women Association luncheon and a Junior League meeting that evening. Tuesday, she'll stand outside the polls in her precinct.

"In about five minutes, I need to capture the audience's attention and urge them to vote in favor of the levy. How can a gear my message to each group? What appeals will work best on health issues? Although the levy is designed to help the poor and the University Medical school, I need to show my audiences how they will benefit directly or indirectly. How can I best support the ideas? I'll never persuade them unless I'm a credible source. How can I convince them to vote for a tax increase! I need to be ready for lots of questions, some designed to put me on the spot."

1. What are some specific steps in effective planning that Pauravi can use?
2. Name five sources of information Pauravi can use in planning her speech?
3. How should she specifically adapt her message to each group?

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7. College Committeewoman

Topic of discussion: Supporting Materials and Reasoning

Kate has always been interested in politics. She's outgoing, involved, and committed. When she was reading Tip O'Neill's book *Man of the House* she found an interesting statistic. "The election between John F. Kennedy and Richard Nixon was decided by the difference of one vote in every precinct across the nation." By using that statistic and explaining her commitment to the importance of one vote, Kate won a position as committeewoman. Now when she speaks to people she wants to represent them and lead them. What can she say to involve others in politics?

1. What are four possible arguments for noninvolvement?
2. Name four arguments Kate could use for her message?
3. How might she adapt those arguments to different types of people?
4. What specific supporting materials could Kate use for each argument?

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8. Beauty Pageant

Topic of discussion: Organization

Michelle had worked for a long time to get to this point. She was a finalist in a state-wide beauty pageant.

When she was a little girl she dreamed of being Miss America. Sure, she had some friends that didn't think much of what they called the "meat market" of a beauty pageant. But Michelle felt differently.

Her parents had always encouraged her participation in such pageants. She was obviously attractive, and her parents thought is gave her poise. All those years of piano lessons seemed worthwhile when she could play her favorite Chopin before admiring listeners. The talent part of these contests was always a shoe-in.

Now Michelle was down to the wire. There was only one part left in the competition, and they were down to the last five finalists. At this point, she thought of the modeling lessons, the piano lessons, the dozens of pageants before, and she realized she had a shot at the big time. If she could win, or at least place well, there would be opportunities, clothes, and scholarship money! It all boiled down to an interesting and organized impromptu speech. The Master of Ceremonies would "interview" Michelle before the audience. He could ask anything he wanted and she would have three minutes respond. She had to give a reply that would win the contest.

1. What kind of standard pattern of organization might MIchelle be able to apply to most any topic?
2. What are two or three subdivisions within that pattern?
3. What types of support should she use in her speech?
4. Where should she incorporate that support in her message?

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9. Outgoing President

Topic for discussion: Outlining

Lunan was the Council President. Now, he was coming up on the last meeting of the year, and he decided he wanted to have the agenda planned so everything ran smoothly. Lunan had good feelings about the past year, and he had become close to many of the council members. Lunan had always been a methodical type of person. He often wrote lists of things he needed to do or say. Sometimes he'd "write" those lists in his head so that he could keep track of things. In fact, this organizational ability to get things done and keep the group on track was something about which he was often complimented. Lunan did have some extra concerns about this last meeting. For one thing, he knew that at the last meeting of the year, the Council usually honored the President. Planning to receive a gift seemed like such an egotistical thing to do, however, so he didn't give it any more thought.

Lunan was well organized for the night of the meeting, and all seemed to progress on schedule. In the middle of old business, however, Rob jumped up and said: "Mr. President. The group has something they would like for me to say." Rob caught Lunan by surprise. "During the past year, you have lead this group through many ups and downs. But you've always brought us through as our leader and as our friend. We admire you. We respect you. We need you. And we will miss you very deeply."

With that, Rob handed Lunan a package. Lunan suddenly felt emotional as he opened the gift to find a leather brief case with his initials engraved on a brass plate. Flush with pride, Lunan said, "Thank you." Suddenly some of his group started yelling "Speech! Speech!" Although Lunan felt a tear in his eye, but he figured he should say something to this group of dear friends. If he could just pull his ideas together in some pattern that made sense, he would be fine.

1. What advantages to organizing (and outlining) might Lunan have discovered?
2. What is a typical agenda Lunan might be following in a meeting?
3. In what ways might Lunan's need to be organized work against him?
4. What is a standard mental outline Lunan can use to respond to the "Speech! Speech!" request.

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10. The Wedding

Topic of discussion: How to Begin and End Speeches

John is looking forward to being the best man in his friend's wedding. There are only a few weeks left before Barbara and Jim get married. Although this is Barbara's second marriage, she is happy and excited about "doing it right this time." Although John has watched Jim fall in and out of love a few times, Jim has never been married before. They've had some great times over the years--boy, could John tell some stories--but things seemed to change after Jim met Barbara two years ago. The couple had grown so close. After they started living together last year, John figured it was just a matter of time before they made the commitment of marriage.

Barbara and Jim will be having a large Catholic wedding. Barbara's three sisters will be the bridesmaids. Her nieces will be flower girls, and her young son will be the ring bearer. From the sounds of things, there will be a lot of friends and relatives there, and the wedding will be somewhat formal and elaborate. The mass will begin at 1:00 and last about an hour. Then there will a reception at the church.

John and some of the guys plan to take Jim out for one last fling the night before the wedding. They have at least some of the night planned to be one Jim will never forget. It won't even begin until 10:00 or so, after the rehearsal dinner. At the rehearsal dinner, Jim's father asks John to give a toast and a speech at the wedding reception. John hesitates a moment, and says "Sure Mr. McDaniels, I'd be honored to give a toast at the wedding."

After John said "yes," he began to wonder what he would say. He thought, "The toast should be somewhat like a speech introduction or conclusion: short, memorable, and high attention and interest value. How can I say a lot in a few words?"

1. What is the purpose of John's speech?
2. What can he say to make his toast memorable?
3. What can he say to make his toast have high interest and attention value?
4. What can he say to make his toast eloquent?
5. How is the toast similar and dissimilar to effective speech introductions and conclusions?
6. How might the Friday night partying affect the speech?

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11. Medical Student Talk

Topic of discussion: Language

Karen is a medical program student. She has been asked by the Presbyterian Women's Circle to talk about the health hazards of AIDS. The group had been asked to do volunteer work at an AIDS hospice, but a number of the women are concerned about the whole thing.

Karen's speech needs to be informative and persuasive because she figures the women have certain set ideas pertaining to the topic. She would have to keep them interested, give them reasons to take her seriously and believe her. Keeping the audience's attention is what she considers the most difficult, especially when the topic is a serious one. Karen tells her speech teacher: "I am basically a soft-spoken, nonconfident person who hates attention and therefore have massive problems with giving speeches. Although I took an oral communication class in high school and gave speeches quite well, if you believe my teacher. I'm still terrified, petrified, horrified by public speaking."

1. How can Karen inform and persuade without offending the group?
2. What is the role of effective language in this case?
3. Should Karen use euphemisms? If so, which ones?
4. What planning and delivery practices should Karen employ?

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12. Summer Camp

Topic of discussion: Delivery

Xanda is a counselor for abused and neglected children. During the summer, they have five weeks of camps. Xanda always goes to the first week because that is the teenage camp. She feels the teens need the most help, especially the kind someone a little older can give.

Because Xanda's a counselor and knows the director well, she's usually asked to help round up the kids or to lead in songs. Xanda doesn't really have to say much to the campers. It's her voice, her body, her gestures, her movements, and her face that need to generate a feeling of warmth, friendship, openness, and fun. What's important is how Xanda acts in front of the group.

1. Why is the role of delivery so important in Xanda's case?
2. Name specific behaviors Xanda can use to generate the "right" attitude regarding each of the following: (a) voice, (b) body, (c) posture, (d) facial expression, (e) eye contact, (f) touch, (g) gestures, (h) movement.

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13. Rebecca's New Program

Topic of discussion: Audio-visual Aids

Rebecca has an idea for changing the educational program at her place of worship. She has discovered a set of educational materials that appear far superior to the materials currently in use, and as Director of Education, she hopes to persuade the council to adopt the materials. The new package is designed for various age levels, from pre-school to adult. Not only is there the typical class material and teacher's guide, but there are handouts, posters, videotapes, audio-tapes, plus ideas for arts and crafts projects. The materials are far more attractive--

with use of color, drawings, and other art work--than the materials they have been using. The problem is the new materials are twice as expensive as the old ones, and because many are consumable, a major portion of the cost will be needed year after year. She must convince the Council that the materials are worth the investment. Basically, she must sell the importance of the new package based on the value of using audio-visual aids in their program.

1. What should her arguments be?
2. How should she plan the speech to the Council?
3. What are the advantages of using such an audio-visual program?
4. How should Rebecca use audio-visual aids in her presentation?

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14. Students in Elementary School

Topic for discussion: Informative Speaking

As part of an outreach program, Dennis and seven other students were selected to work in local elementary schools to help combat the problem of illegal drugs in our society. The Pharmaceutical Association selects top college students to participate in the program. In addition to the honor and experience, each student receives a nice stipend for their help. The main purpose is to educate elementary children so they will be better equipped to deal with the illegal drug problem.

Although some informational pamphlets are provided, Dennis needs to decide what he will say and how he will say it. He has a budget of $50 to purchase or rent materials for his class of 25 fifth graders. The purpose is to help elementary students chose not to use drugs. Dennis needs to be informational and persuasive in his approach. Dennis realizes that fifth graders have a different perception of the world than he does, so he must understand and adapt to them to be effective. Although he will be the message sender, he thinks that interaction will be essential for interest and persuasion. He has three, one-hour session (one per week).

1. How can Dennis use his time and talent for the most effect? Design a complete plan.
2. In what ways must Dennis adapt his information message to the children?
3. How would Dennis' approach be different if he were talking to a group of parents of elementary children?

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15. Dorm Election

Topic of discussion: Persuasive Speaking

Sherry is running for dorm president. There will be a meeting of all the residence hall students in two weeks, on Monday night at 7 PM.

Sherry and her roommate Cyndy have been working on the campaign. When Cyndy asks how she feel about giving the speech, Sherry explains: "I am not really shy about speaking, so it isn't traumatic. In fact, I'm pretty spontaneous. If I think up something I want to say I just say it. I hope this won't be a problem in giving speeches because I might be in the middle of my speech and come up with something to add that I hadn't thought of and just spit it out."

Cyndy: "Well, you can't afford to say anything stupid. This speech will be important to the election. You need to define the issues, be interesting, and impress everyone. How are you going to prepare, and what are you going to say?"

1. What do you think is the nature of Sherry's audience?
2. What does Sherry need to take into account regarding her credibility?
3. How can Sherry best analyze the audience and occasion?
4. What specific persuasive strategies can Sherry use?

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16. Scholarship Students

Topic of discussion: Persuasive Speaking

On Sunday, the 19th, Jennifer will be addressing a large group of scholarship applicants and their parents. There should be at least 200 people. She will give a 5 to 10 minute presentation called "Students Helping Students." As President of Scholars Inc., Jennifer has been requested by the Director of Student Academic Support Services to talk about the role and function of her organization. This is an important speech for Jennifer because if successful, the speech will increase the number of members in her organization. The speech will take place in the major college auditorium. Jennifer will be on a podium, seated with several university deans.

1. What is the nature of Jennifer's audience? The occasion?

2. What persuasive strategies should Jennifer use?

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17. Trip to Ireland

Topic of Discussion: Speaking for Special Situations

Blaine went to Ireland last summer with his mother. They went to a conference at Trinity College in Dublin that his mother wanted to attend. In addition to the conference, they also took several days to drive up the Western part. Although there was a lot of rain, he thought Ireland was beautiful. Blaine was amazed by the many colors of green brought by the rain. The scenery was rugged, and the coast spectacular. The old castles, the interesting people, the customs, even the language were interesting. Blaine is an excellent amateur photographer, and she couldn't resist the temptation to take hundreds of slides.

Last weekend, Blaine's rabbi asked him to give a talk about his trip to a group. He'd have about thirty minutes to discuss anything about the trip he wanted. Of course, there wouldn't be enough time to show all his slides, so Blaine would need to plan how he would organize his message and what he would say.

1. What is the main purpose of Blaine's speech?
2. What are three general categories Blaine can use to organize his message?
3. How should Blaine decide which slides to use?
4. How many slides should Blaine use in his speech?
5. What specific things should Blaine do in preparing his speech?

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18. Uncle Jake's Funeral

Topic of discussion: Speaking for Special Situations

Rodger had spend many summers at Uncle Jake's house. Cousin Mike was close to Rodger's age, and his aunt and uncle always seemed happy to have him come for a visit. They were different from the rest of the family. Aunt Sis always seemed so free and open. Uncle Jake was a crusty railroad man. Cousin Mike was a little wild compared to the rest of the family.

Now Rodger and Mike were men themselves. Mike was already on his second marriage when Rodger was settling into the routine of college. One afternoon after Rodger got back from a microbiology class, he received a call from his mother saying that Uncle Jake was killed suddenly by a heart attack. "The funeral will be this Saturday afternoon. Aunt

Sis asked me to ask you to say a few words at the funeral." Rodger, who was cut to the heart by the news of his uncle's death, couldn't imagine giving a eulogy. His mother went on: "Everyone knew you were his favorite nephew. The two of you were so close. Think of something nice to say. Aunt Sis is counting on you, and it would mean so much to her and Mike. With all they've done for you over the years, this is the first time Sis has ever asked you for anything."

1. What is the purpose of Rodger's speech?
2. How long should his speech be?
3. Give three pieces of support that Rodger could appropriately use in this case.

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19. Leaving the Job

Topic of discussion: Speaking for Special Situations

Christina has worked for Planned Parenthood for five years. As office manager, she worked with doctors, nurses, clients, educational staff, community leaders, and Christina seemed to get along well with everyone. There had been some tough times too from groups that worked against the organization. One especially difficult time for Christina was when she had a miscarriage herself several years ago, but now she was nearing the end of term of a successful pregnancy.

Everything seemed to be happening at once for Christina. Although the baby was nearly due, Christina recently finished college, and she and her husband had decided to move across country to a new jobs. Judy decided to have a combination going away party and shower for Christina. As a bank employee, First National let her use their meeting room without charge. By the time all of Christina's friends and coworkers were invited, more than a hundred invitations had gone out.

Because Christina's work at Planned Parenthood had been so important to her, Judy asked the nurse who worked most closely with Christina--and her friend at work--Sally to say something at the party.

1. What is the purpose of Sally's speech?
2. What potential problems might be caused by the mix of people at this party?
3. How can Sally approach the speech so that it is meaningful to Christina and appropriate for the audience and occasion?

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20. Computer Department Problems

Topic for Discussion: Groups and conferences

Darryl is the supervisor of the computer department where he works. The computer department is small, with only three people, but they are important in making sure the entire company operates effectively.

It is necessary for him to present to the other department supervisors issues that will be affecting each of them. In that role, there are times when a viewpoint which Darryl has differs from the viewpoint of other department supervisors. Its times like those when Darryl needs an effective presentation, plus good communication skills that allow him to listen and solve problems.

The other department heads complain that Darryl's department causes more problems than they solve.

The Vice President came in to see Darryl. "I've called a meeting for next Thursday. I want you to talk to all the department heads at that meeting. Explain your objectives and how they need to cooperate with the computer department. I don't want to hear another complaint about the computer department. You go in there and straighten things out once and for all."

1. What is the purpose of Darryl's message?
2. What persuasive strategies should Darryl employ?
3. What kind of physical arrangement might Darryl use?
4. How can he maximize his effectiveness in this situation?

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21. Delta Zeta

Topic of discussion: Groups

Kathy is a member of the National Sorority Delta Zeta. Recently she took part in informal rush on campus. This includes open parties for prospective students to get acquainted with her sorority and so the women can learn more about those individuals. During these parties they women have a play they perform and also casual conversation is a major event. In order to interest these women in the sorority, they give facts about the sorority and some personal information that they have experienced while being a member. At the last party, in order for the prospective members to see how much they enjoy Delta Zeta sorority life, the members are expected to tell wat Delta Zeta means to them. Kathy has many personal feelings on the subject.

1. What are four advantages of groups that Kathy might consider in preparing her message?
2. What is the role of appropriate self-disclosure in groups?
3. Name three specific things Kathy might say in her speech.

Chapter 6: Uniqueness of Teaching Speech

"Accustomed as I am to public speaking, I know the futility of it."
--Franklin Pierce Adams, American journalist

EVALUATION AND FEEDBACK

In most basic courses, whether you're a teaching assistant or a professor, the exact grading procedures will normally be the individual teacher's discretion. There may, however, be certain general guidelines set up by the school, the department, or the basic course director. Thus, here are some questions you may want to answer before the course begins:

1. What will be the weight of distribution of grades?
2. What criteria will be established to ensure fair grading?
3. What will be graded during the class session, and what will be graded outside of class meetings?
4. How will student improvement be evaluated?
5. Will grading penalties be imposed tardiness, absence, or make-up work? If so, why?
6. How will the teacher keep attitude toward individual students from effecting fair grading?
7. Is a standardized gradebook required?
8. Will you make copies of grades at mid-term to help guard against a lost or stolen grade book?
9. What is the department and university policy regarding giving final exams?
10. How will you maintain consistency in grading, especially in such a subjective area as speech grading?
11. Will you use objective testing?
12. Will you use peer evaluation?
13. How will you weigh grades?
14. What deadlines must you meet regarding turning in grades? For example, are you expected to return papers and tests during the following class period?

GRADING CRITERIA. You might want to start developing your criteria based on your college catalog explanation of grades and your department's expectation. You might also want to give criteria to students, such as in the following example:

EXAMPLE GRADING CRITERIA

"A" grades will be earned by superior work that goes beyond "B" requirements. Throughout the course, the student will perform in a consistently outstanding manner, including class participation and academic leadership. Work will show initiative, creativity, careful attention to detail, and superior completion of all aspects of the course.

"B" grades will be earned by high quality work which fulfills all assignments, is technically correct, shows considerable time and effort, and thought that is superior to the typical work in this class.

"C" grades will represent average work for your particular class. During the course, work will appropriately fulfill the purposes of assignments, indicate college level quality, generally be correct technically. Theoretical understanding and practical application of concepts will be demonstrated. The student will actively participate in class sessions.

"D" grades will be earned if the student fulfills the assignments, averages scores of 60% or better, and demonstrates acceptable interpersonal, group, and public speaking skills. The student may have missed certain assignments in the course or have some performance problems or some marginal quality work.

"F" grades will be earned by student who fail to fulfill basic course requirements, miss assignments, do below college-level quality, or receive less than 60% scores.

GRADING SPEECHES. Because of the subjectivity of grading speeches, teachers and students may benefit from written criteria for grading speeches. Although there are many possible criteria (e.g. Nitcavic & Aitken, 1989), the teacher also will want to determine the weight of criteria. You may want to change criteria and their weighting depending on the individual assignment.

One teacher makes a carbon copy of every student evaluation when she fills out the form. The teacher keeps the copy so she can compare performance on the next speech. Although that requires more organization than some of us have, a teacher could require that the student attach the copy of the evaluation to the next speech outline. Some teachers require advance outlines, others require advance outlines that must be modified and turned in at the time of the speech, others require outlines at the time of the speech, others don't use outlines.

FREQUENCY OF TESTING. Most teachers of the basic course include testing as a significant portion of the grade. An objective testing procedure will balance a more subjective grading of speeches and other assignments. The teacher must determine how often to test, and what kind of tests to give.

Some students appreciate frequent short tests and quizzes to help motivate them to keep up with reading assignments. Frequent tests mean frequent grading for the instructor, however, who will want to be prepared to grade and return tests promptly.

By keeping a pool of questions, modifying poorly written questions, and not allowing students to keep tests, the teacher may be able to accumulate a number of effective test questions.

ANXIETY OVER TESTING. Some students find that test anxiety interferes with their effective testing. Nontraditional students may find testing particularly threatening. Some students need to see the type of tests their teacher will give for them to study effectively. By putting an old test on reserve in the library, the teacher will assist those students that are unsure of the individual teacher's testing style. Effective tests are difficult to write, and many teachers protect their tests.

QUESTIONING. Once the teacher decides the frequency of tests, he or she must decide the nature of the questions. An effective test will do several things: (a) determine student learning, (b) increase student learning, (c) examine student learning and thinking at several levels. The teacher will want to consider the pros and cons of various types of questions: essay, fill-in, short answer, true-false, and multiple choice. Students with certain thinking patterns and reading-writing skills will do better at some types of questions than others. The teacher may also consider other testing aspects:

1. Do questions test learning and thinking, or simply the ability of a student to memorize?
2. Is the test concept oriented?
3. Does the test require analysis or regurgitation?
4. Are all aspects of the content examined?
5. Should the teacher give a study guide to students?
6. Is the test free of ambiguous questions?
7. Is the test free of typing errors?
8. Will the students have too much or two little time to take the test?
9. What kind of follow-up will be used to go over the test to enhance learning?
10. How will the teacher handle differences of opinion, controversy, mistakes, or student disagreement over answers to questions

GRADING SYSTEMS. There are probably as many specific grading systems as there are teachers in the world. Probably the most important aspect to developing a grading system is that both you and your students understand how it works. You will want to determine the relative value (weighting) of each assignment, the degree of discrimination you can assess on a given assignment, and a fair way of assessing and calculating the grades.

One way of assessing grades to use PERCENTAGE, such as 90-100% equals and "A," 80-89% equals a "B" and so on. For each test, for example, the teacher figures the percent correct. For other assignments, the teacher assesses a percentage.

Another method is to use a POINT SYSTEM. In this case, for example, a test may be worth 50 points (one for each question), a speech worth 25 points, and so on. Some teachers have a point total of 100 for the course, while others have hundreds of possible points. The total can be anything that appropriately reflects your weighting and discrimination ability. "Discrimination" means you are able to differentiate differences in a students' work. You may know the difference between a "C-" and a "C+" in your mind, for example, and you may be able to communicate that difference to your students. Can you, however, consistently apply criteria so that you and your students know the difference between a speech that receives a grade of "23 points" and a speech that receives a grade of "25 points?" If there are 1200 points possible during the semester, and each speech is worth 100 points, what are the details enabling you to distinguish between 0 and 100 in grading speeches?

The third typical way of assigning grades is to give LETTER GRADES that can be CONVERTED INTO A NUMBER. Two applications for this method include:

A+=15,
A =14,
A-=13,
B+=12,
B =11,
B-=10,
C+=9,
C =8,
C-=7,
D+=6,
D =5,
D-=4,
F+=3,
F =2,
F-=1.

A+=4.5
A =4
B+=3.5
B =3
C+=2.5
C =2
D+=1.5
D =1

The assigned grades can then be multiplied against weighting to determine final grades.

One key consideration in determining a system is to AVOID ARTIFICIAL EXPANDING AND COLLAPSING OF GRADES THAT CAN CAUSE ERRORS. By way of example of potential unfairness, imagine there are three test grades in a course. The teacher decides to use a point system (10 points possible for each) so that the tests scores can be easily compared to speech grades. Consider the following scores.

EXAMPLE OF UNFAIR GRADING SYSTEM

The "B" Student: 80%=8 points, 80%= 8 points, and 82%= 8 points
The student receives an "8" or "B" in a system of 10 possible points. If figured as a percentage average, the grade is 80.7, or also a "B" for a test grade.

The "C" Student: 79%=7 points, 89%=8 points, and 78%=7 points
The student receives a 7.3 or "C" in a system of 10 possible points. If figured as a percentage average, however, the grade is 81.7%, or a "B" and actually proves to be a higher average than student who received the better grade.

Thus, some teachers prefer using RAW SCORES, multiplying them by the appropriate weighting, and assessing a curve or scale at the end. Other teacher include a CORRECTION FACTOR to account for such differences. How often have you heard a student say: "I missed a 'B' by one point. That's not fair." The teacher who gives a five point correction factor can easily respond: "Sure it is. I gave you a five point correction factor, which means you REALLY missed a 'B' by 6 points!" That's usually the end of the discussion. Below is an example of one system used.

EXAMPLE GRADING SYSTEM

ASSIGNMENT:	POINT VALUE:
Introductory speech outline	1
Introductory speech	5
Quizzes	5
Group exercise	
Participation	2
Group presentation	8
Analysis paper	10
Midterm test	15
Informative speech outline	2
Informative speech	10
Persuasive speech outline	5
Persuasive speech	10
Final exam	20
In class exercises	7
Error correction bonus	5
Total possible	105

Total		
	95-100	A
	85-94	B
	70-84	C
	60-69	D

Approximate point conversion to letter grades:

5=A
4=C
3=C-
1-2=F

8=A
7=B
6=C
5=D
1-4=F

10=A
9=B
8=C
7=C-
6=D-
1-5=F

15=A
13-14=B
10-12=C
9=D
1-8=F

INCOMPLETE GRADES. A special comment on incomplete grades should be made. Many schools have specific policies about giving an incomplete grade, and you will want to know what that policy is. Normally, a teacher would not suggest an incomplete grade to a student, but a student would request a teacher to give an "incomplete." Many teachers find it useful to avoid "incomplete" grades. Often students fail to make-up "incompletes," and depending upon the school, that "I" may turn to an "F." If the teacher leaves the institution, make-up may be difficult or impossible. Incompletes will require additional work and paperwork, and the teacher should be mindful whether the special treatment of one student discriminates against other students. If you do give an incomplete, you will want to write out the exact expectations in a letter to the student or a contract that the student signs. This procedure will help the student understand what is expected, will provide a record if the teacher leaves, and will help protect the teacher against claims of unfairness or inconsistency should the student make a grade appeal.

TESTING PURPOSE. Although we usually think that the purpose of a test is to see how much a student has learned, there are other reasons for testing. The teacher can tell the degree of instructional success through testing. The student who has avoided doing readings can be motivated to catch up and study for the test. A well-designed test can be a learning tool in and of itself. A take-home final can require students to do additional research and synthesis. The purpose for the test can to some degree determine the nature of the test.

TYPES OF TEST QUESTIONS. Some teachers feel that the general nature of grading in interpersonal and public speaking courses tend to be subjective, thus testing should be more objective. Multiple choice, true-false, and similar forced-choice responses can help add objectivity.
TRUE-FALSE generally allow more successful student guessing. They can be extremely difficult to the student whose cognitive processes require thinking from a variety of

directions. Some students consider the black and white of true-false questions inappropriate in the grey field of communication.

When we consider different levels of questioning, even sophisticated testing can be accomplished through MULTIPLE CHOICE questions. You will want to avoid the kind of questions that simply require students regurgitate communication jargon. Instead, you can write questions about principles and ideas, even questions that require application of principles to situations. These higher level questions are difficult to write, but they are easy to grade. The perceptions of certain vocal students or a computer test-item analysis can give you insights on how to revise and improve questions.

You may want to avoid FILL-in the blank and SHORT ANSWER questions because there always seems to be "things that fit" in fill-in and short-answer questions that aren't what the teacher has in mind. In some ways these questions seem to be a better test of language facility than retention of principles. In using such questions, the teacher can make an extra effort to construct a clear question or consider the student's perception with flexibility.

One teacher said: "You can either spend a lot of time writing a test by using multiple-choice or spend a lot of time grading a test by using essay." But well-written ESSAY questions take thought and effort to ask as well as answer. Generally, they work especially well for analysis and synthesis testing.

Another questioning method is ORAL TESTING. At the end of the semester, oral questions solve the problem of long essays to read because the teach is actually listening to essays. The added pressure of examination to what is basically an impromptu speech provides a realistic experience. The examination can be compared to a situation in which the boss requires the student to defend a proposal in front of a group of co-workers at a business meeting. In oral testing, the entire content of the course might be fair game, or the teacher could give a list of course concepts that will be the topic of impromptu speeches. Instructionally, in a course designed to develop oral competency, the use of oral examination seems quite consistent.

Name:______________________________

Grade:________

EXAMPLE FEEDBACK SHEET FOR ORAL TEST

Complete explanation (5-4-3-2-1-0) Sketchy or incorrect

Clear, specific content (5-4-3-2-1-0) Confused or vague content

Fluent delivery style (5-4-3-2-1-0) Halting delivery style

If a second question is required, will automatically lower one letter grade.

PRE-POST TESTING FOR COMPETENCY OUTCOMES. In this day of concern about competency-based learning and outcome assessment, you may want to give thought to a pretest-posttest procedure. For many of us, of course, we are required by politicians to show that students are making progress in our course. On a more positive note, however, such pre and posttesting can give us significant information about our students, our instruction, and our testing methods. For a sophisticated instrument for assessment, you may find the materials developed by Rebecca Rubin of Kent State useful.

MAKE-UP WORK

Because of the performance nature of the basic communication course, you'll want to give special consideration to how students will make up missed assignments. Make-up of speeches immediately cause scheduling problems. Unfortunately, some students with high apprehension may miss class because they are nervous about their speeches. You might limit make-up to one or two assignments, require verified excuses, provide a certain time for make-up speeches or assignments, have no make-up, or take some other approach to the problem.

For testing, many instructors do not allow make-up quizzes. For major tests, there are basically three approaches: (a) a make-up test given before or after the regular test, (b) redistribution of weight on the final exam, (c) a substitution assignment. If a teacher gives a make-up test in advance, the student may communicate the test content to other students. If a teacher allows a student to make-up a test after one is given, other students may tell the student questions on the test. Once the test is given, and especially if the teacher discusses or returns the test, the make-up student will have an unfair advantage. Some teachers borrow another teacher's test or use an old test for make-up. Of course, the test may not measure the same thing the regular test measured. Simple ways of approaching make-up tests are to allow anyone in the class to drop one test grade or to give additional weight to a comprehensive final exam.

A group presentation cannot be made up, because it would be unreasonable to have the group re-perform. A speech or paper on the topic, or some other substitution may work.

As with any classroom policies, the teacher will be wise to decide his or her policy in advance, communicate that policy to students, and consistently apply the policy.

SCHEDULING SPEECHES

An effective system for scheduling performance assignments is crucial for effective instruction in the basic course. The teacher needs to plan so that (a) class time is used wisely, (b) each student or group has comparable presentation time, and (c) sufficient time is available to complete performances and other class activities.

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EXAMPLE SPEAKING SCHEDULE

Tuesday

1. Raoul
2. Ashley
3. Courtney
4. Makia
5. Heather
6. Ariel
7. Imo
8. Meagan

Thursday

9. Maria
10. Dennis
11. Luan
12. Wade
13. Cord
14. Victor
15. Copper

Feedback Speaker:	Listener feedback:
Day 1	
1	6, 11, etc. until desired number of responders
2	7, 12, are indicated
3	8, 13,
4	9, 14,
5	10, 15,
Day 2	
6	1, 11,

7	2, 12,
8	3, 13,
9	4, 14,
10	5, 15,
Day 3	
11	1, 6,
12	2, 7,
13	3, 8,
14	4, 9,
15	5, 10,

SPEECH EVALUATION

One of the most difficult aspects of grading in communication courses is effective grading of student speeches. The main consideration is for the teacher to establish grading criteria in advance and consistently apply those criteria. An example speech critique sheet and criteria to use in evaluation is included in this book.

Some teachers narrow the speech grading criteria to certain elements for each speech. For example, the teacher may emphasize factors of attention in an introductory speech. The teacher may emphasize the effective use of support and visual aids in an informative speech. The teacher may emphasize the use of appropriate dress to enhance effectiveness in a persuasive speech. By emphasizing certain elements for each speech, the student can direct planning, and the teacher can narrow the scope of evaluation. In such an approach, the final speech will expect students to effectively incorporate the variety of criteria.

PEER EVALUATION. Basic communication courses require frequent peer evaluation. The approach serves two functions: (a) it gives the students a broader scope of feedback, and (b) it encourages more effective listening skills on the part of the student giving the feedback. Peer evaluation is frequently used in grading speeches and group discussion projects. In speech feedback, the students complete a feedback form or critique sheet. In group discussion, the students complete a feedback form on the presentations. For more effective grading of a group project, the instructor may required students to give feedback on each member of the group, assign labels to the roles each fulfilled, explain the nature of each person's participation, and assign grades.

Peer evaluation provides important educational functions for the students involved, but it creates problems too. Weaver (1985) explained the kinds of advantageous results that peer evaluation can have:

> 1) widening horizons, 2) introducing the joys and dangers of generalizing, 3) avoiding hyperbolic and

> authoritarian assertions, 4) reconciling the emotional with the rational, 5) developing a sense of responsibility, and 6) assimilating information. (p. 15)

In Weaver's study, 18.6% of the students final grade consisted of peer evaluation. The motivation for the high proportion of the grade for peer evaluation was because peer evaluation: (a) encourages good attendance, (b) motivates students to prepare well before one's peers, (c) requires students to learn the evaluation rating forms and concepts on the form, (d) emphasizes practice, (e) focuses on effective learning through repetition and reinforcement, and (e) actively involves the students in the class (pp. 3-6).

As one might expect, peer evaluation may result in grade inflation. In Weaver's study, the teacher calculated an average, then ranked the scores from top to bottom. The teacher "eye-balled" the scores, and assigned letter grades (p. 10). Some teachers require students to rank the speakers. Others require that a maximum of one "A," and two "B's," may be assigned by a listener each day.

One problem with peer evaluation is that some students may be resistant to evaluating other students. Weaver developed a series of responses to common student objections, which may be helpful for any basic course instructor. As Weaver explained, "Objections occur, and many of them are legitimate. They appear even more legitimate if they cannot be adequately addressed" (p. 11). To the students who complain they are not trained to evaluate peers, the instructor can respond that is why the training is being provided. To the students who say that peer evaluation is not their job, the instructor can say that the people involved decide who will play what roles. More often, their real concern is lack of experience, and their worries are reduced through practice. To the students who say that some students fail to take peer evaluation seriously, that instructor can respond that is a problem throughout life. Instructor scrutiny of the evaluation should balance the problem. To the students who say they simply do not want to do it, the reinforcement they receive from faculty and peers is sufficient. If peer evaluation is an integral part of the course (rather than an after-thought) students are more apt to do it. To the students who say it detracts from listening, for most students peer evaluation promotes alertness and responsiveness (pp. 12-14).

Most teachers of the basic communication course recognize peer evaluation as an important learning aspect. As Weaver concluded:

> Peer evaluation also serves important function for a basic-communication course. It emphasizes skills and effective performance. It focuses on learning well-defined, specific criteria of effectiveness.

> Finally, it encourages active student involvement. Normally, peer evaluation makes up a very small part of basic-communication courses or rating forms are used only during the public-speaking section of courses. Peer evaluation, as presented here, is an integral, ongoing, important function of the whole course. (p. 18)

FREEDOM OF SPEECH ISSUE

Nearly every teacher of public speaking has had to come to grips with the "freedom of speech" issue. One important factor in giving classroom speeches is audience analysis, which provides balance when students what to advocate something because they have a right to free speech. Some questions you might want to consider include:

1. Will you allow students to speak on any topic?
2. Will you allow speeches that are sexist, racist, violent, advocate something illegal?
3. Will you prohibit in class alcohol, illegal drugs, animals, and weapons?
4. What moral obligation do you have to society regarding the free expression of ideas?
5. How will you decide when to counter student ideas and arguments?
6. Who is the REAL audience of the speech, the classmates or the teacher?

One student turned in an outline for a speech that advocated "the penis is not receiving the credit in this society it deserves." The student had a long note attached about how he was serious, he had a right to talk on any topic, he could handle this tastefully, and so on. The teacher told the student to change topics because: (a) it was to be an informative speech and she didn't see that purpose in the outline; (b) it was a theme speech on "recreation," which made his topic inappropriate; (c) the speech showed poor audience analysis and adaptation. Thus, the way an assignment is set-up may be crucial to the end results. Advance outlines allow the teacher to know what is coming, and make suitable suggestions.

Many teachers have had a student who wanted "to convert audience members to believing in Jesus Christ." In one case, the teacher called the student in to talk about her outline, discussed audience adaptation, explained attitude theory with her, and discussed how the topic might influence the teacher's grading. The student remained resolved that she wanted to give the speech, and although she agreed that it might be the most important speech she ever gave, demanded that she had a right to give it. She gave her speech as planned, then afterward the teacher talked about her philosophy on such a topic in a classroom speech. When she and a few other classmates talked about how appropriate the student's speech was in the classroom, the teacher asked, "If I had a student who wanted to give a speech that tried to convert students to satan worship, should I allow it?" "Of course not!" they responded. From there the teacher went into a discussion of the meaning of freedom of speech in the classroom.

If you have an outline of a speech you find objectionable, you may want to give it to a colleague for reaction. Sometimes, by postponing a reaction, you'll have time to think about what you will do or say. Regardless of how you choose to handle the freedom of speech issue, most teachers want to give thought into how they will handle the consequences.

COMMUNICATION APPREHENSION

Most teachers of communication experience small amounts of normal communication apprehension themselves. They may be unaware of the debilitating communication apprehension some students experience. Some speech teachers tell their students to "prepare well and take a few deep breaths" before they begin the speak, with the promise that their speech anxiety go away. For many students, such advice is less than no help. The beginning communication teacher may be surprised to hear stories (or confront personally) students who burst into tears, vomit, or run from the room before or during speeches. A good starting point to understanding communication apprehension is by reading Communication Apprehension, by Richmond and McCroskey. The field has been well researched, and their book will give you and your students some concrete information. You may want to make a copy of the book available through library reserve. Many institutions have special course sections or evening meetings for students with high communication apprehension.

Many people experience problems caused by high communication anxiety. Lucas (1983, p. 10) cited a survey of 3,000 Americans, for example, which found that respondents most frequently named "speaking before a group" as their greatest fear. Certain students experience excessive public speaking anxiety in the basic college communication course. Some students withdraw from the basic course, or avoid taking the course because of their communication anxiety. Those students who need the course because of graduation requirements, however, must eventually take it. A student's avoidance may actually make success in the course more difficult.

Research has shown that relaxation and visualization exercises can help reduce anxiety. Despite recognition of stage fright as a serious obstacle to effective learning, most teachers do little to help communication students overcome their fears. Communication apprehension is a complex experience. It may be linked to other emotions.

Zakahl and Duran (1985), for example, have studied the relationship between loneliness and communication anxiety. Current communication apprehension research has indicated contradictory results, particularly regarding whether trait-like personality characteristics "predispose certain individuals to higher levels of anxiety in oral communication situations" (Biggers & Masterson, 1984, p. 381). Beatty and Andriate (1985) considered the theoretical basis of whether communication anxiety is a state or a trait. You may feel that the entire issue is too complicated, and the best approach is to refer students to someone else (a counselor, a faculty expert on apprehension, the leader of a desensitization group). To the extent possible, you'll want to have an approach worked out in advance.

"TESTING OUT" OF THE COURSE

In many schools, students are allowed to "test out" of the basic course. The exemption approach can reduce the workload for communication faculty, reduce class-size, and benefit experienced students. Such a "test out" approach may be appropriate for students:

1. Who successfully studied communication in high school.
2. Who completed the majority of the basic course requirements, but withdrew because of personal problems.
3. Who demonstrated ability in communication skills through professional or employment experience.
4. Who effectively competed in debate and speech tournaments.

Below you will find an example procedure that may be employed. The plan is designed to test students to see that they can meet the basic course objectives. Because students enrolled in this basic course are required to demonstrate basic understanding and competence in four areas, the proposal addresses:

1. Elements of communication (perception, language, listening, and nonverbal communication).
2. Interpersonal communication (development of relationships, self, conflict resolution).
3. Small groups (nature of groups and problem solving).
4. Public communication (topic selection, research, organization, use of supporting materials, delivery, informative speaking).

EXAMPLE EXEMPTION PROCEDURE FOR COMBINATION BASIC COURSE

Students may apply to test out of the basic communication course. Any student can make application, but students who successfully completed communication courses in high school, successfully participated in public speaking or debate tournaments, or effectively demonstrated communication competence in their employment are encouraged apply for exemption. Each student must take a written test, deliver a speech, and write a group analysis paper to pass the exemption examination. A student must receive at least 70% credit on each part, and 75% average overall to pass the exemption. A student may attempt an exemption during the fall or spring semester, provided deadlines are met. The specific procedures are listed below.

Step 1: Complete the attached application to take the Exemption Examination, and submit the application to the basic course director. The application is due by the end of drops and adds period for the semester.

Step 2: Arrange to take the examination. It will be given during the first two weeks of the semester. A time and place will be posted in the hall near the department office. Bring a 100-item Scan-Tron answer sheet (available at the college bookstore) and a number two pencil. We suggest you read or skim the textbook, workbook, basic course syllabus, and other materials on reserve in the library for basic course students. Test questions will be taken from that textbook, and other commonly taught course information. There are two test forms, with 100 multiple choice test questions on each. You must receive 70% correct to go to step three.

Step 3: Deliver an informative speech to a jury of 2-3 Communication department graduate students or staff (to be scheduled during first two weeks of the semester). Other students desiring to test out of the course may also be present. The criteria for judging the speech are those explained in the syllabus. You must have a typewritten speech outline that contains at least three sources of information.

Step 4: Turn in a typewritten analysis of a group in which you participate (bring this paper with you to your test). The objective is to apply the principles of groups explained in the textbook to a group in which you participate. The purpose of this assignment is to demonstrate that you can communicate effectively in written form, and that you can apply understanding of group communication principles to a real group. You should include such concepts as: norms, roles, leadership, group development, problems, consensus, communication barriers, power, minority control, goals, time, size, problem solving, patterns of interaction, etc. Chose one group in which you participate (religious group, family, or social group, for example), and analyze that group. Your paper should be no less than two, no more than four double-spaced, typewritten pages.

Step 5: The names of all students who passed the test, speech, AND group paper will be posted outside the department by the fourth week of classes. The course director will send a confirmation letter directly to the student's academic advisor if he or she passes the exemption examination. If the student is enrolled in the basic course, he or she should withdraw from the course at that time.

*****

Basic Course Exemption Application
(Print in ink or type.)

Name:
Student #:
Local address:
Phone number:
Major:
Advisor:
Name and number of a friend who can reach you:
Communication courses completed (indicate whether high school or college) or related communication experience:

In my opinion, the student named above has sufficient knowledge and background to be exempt from the basic course.

______________________________ ______________________________

(student signature) (academic advisor signature)

Chapter 7: Things to Do: Assignments, Activities, Feedback Forms, Self-assessment Test

> "Universities are full of knowledge; the freshmen bring a little in and the seniors take none away, and knowledge accumulates."
> --Abbott Lawrence Lowell, American political scientist and educator

The purpose of this chapter is to give you some assignments, activities, and forms you can use in the basic course. Although a basic course workbook may give you more specific information (e.g. Nitcavic & Aitken, 1989) some examples are provided here for your consideration.

ASSIGNMENTS

Introductory Speech: Concept Related to Self

The student should give an introductory speech so that the teacher and other students in the class will know him or her better. The student should select a quote that is meaningful to him or her, and use that as the basis for telling about himself or herself.

Introduction: Story about a Classmate

The student should introduce another person in the class. Begin by interviewing the individual and find out an interesting story about the person. Use the story as the basis for the introduction. The story is an excellent form of support because it has a high attention and memory value for the class. Have a brief outline ready. This speech may be informal.

Informative Speech

The student should provide an informative speech. Of special consideration is the knowledge and interests level of the class. Students should select a topic they know something about or have interest in learning about.

Persuasive Speech

The student should give a speech in which he or she changes the behavior or attitudes of classmates.

Motivational Speech

The motivational speech is one in which the speaker gives a speech on a topic with which the audience agrees, but needs to be motivated to act. For example, a student may give a speech on "improving study habits."

Theme Speech

Sometimes teachers have difficulty listening to speeches because they have heard so many on the same or similar topic. Listeners may also find it difficult to listen to a variety of speeches which are totally unrelated to each other. Sometimes student speakers have difficulty think of a topic for a speech. The theme speech helps solve several problems. The purpose of a theme speech is to have all speeches for a particular assignment (a particular day) on one theme. With a theme speech, the teacher can guide topic selection, the speaker knows the general subject area and must simply narrow it to a specific message, and the listener will find a relationship between speeches.

The instructor tell students the theme and general purpose for the speech. The teacher might assign an informative speech, for example, on the theme of the "Asia." Specific speech topics could include: karate, Chinese food, the city of Peking, the artistic heritage of Japan, the contrasting politics of Asia, population problems, the technology race between Japan and the United States, clothing, mountain ranges, agricultural exports of, the giant panda, and dance in Thailand, to name a few. Within the general theme and purpose, you must find a specific topic and purpose on a topic you know or would like to research.

"Why I Am In College" Speech

The student explains why he or she is attending college. Discussion may involve concepts such as "learning to learn," "independence," "academic major," and "career plans." The speech may include personal goals about what the student plans to be doing in five or ten years, etc.

Introductory Values and Beliefs Speech

In this speech, the student is to give the audience an idea about his or her values or beliefs on a subject of importance. Students may find it useful to demonstrate their beliefs through the use of a story.

Demonstration Speech

The purpose of this speech is to give an informative speech that demonstrates how a process works. An audio-visual is essential.

Informative Speech With Visual Aid

The purpose of this speech is to inform the audience. Audio-visual aids should be included, but not the entire speech. In other words, the aid should enhance the speech, but a similar speech should be possible without the aid.

Persuasive Motivational Speech

The purpose of this speech is to motivate the audience to action. The student will need to select a subject with which the audience already agrees, and attempt to motivate them on the issue.

Controversial Persuasive Speech

The purpose of this speech is to persuade the audience on a controversial issue. Because the student cannot expect effective persuasion unless s/he provides common ground, that will be an essential part of the early section of the speech.

Communication Log

Have students keep a log of their communication interaction for a specific period, such as a week. The instructor may want to give specific assignments about how many entries students have and what key communication concepts need be demonstrated.

Small Group Discussion

We have found that a small group of seven works well. Although five may be the optimum, if a student or two fails to show up for a class, the group may be too small to work effectively. Many instructors find it helpful to mix the groups according to age, sex, personality, and mixing friends. We also find that although groups seem to work well when allowed independence, too much independence and too much time create wastes. Therefore, we usually structure assignments and activities and only allow part of a given class period for group discussion work.

Common group assignments include problem solving discussion, a panel presentation, and symposium presentation.

We also find it useful to assign a group analysis paper to be handed in after a group presentation.

Course Integration

Divide the class will be divided into small groups to discuss key concepts of the course. Each group is responsible for preparing a speech for a spokesperson designed to motivate the class to apply communication concepts in their everyday life.

Interviewing

Students are assigned to conduct an interview. The assignment may include such things as interviewing a family member about family history, interviewing someone working in the student's planned vocation, interviewing a campus administrator about a local problem or other relevant issue.

Organizational Communication

The student should arrange for a job interview for a part-time, summer, or after-graduation position. We recommend that the assignment include such factors as researching the company, completion of an actual application and resume, and reviewing questions that might be asked. The instructor may require students to actually go through the interview, then write an analysis of what happened in the interview and the student's success. The instructor could give an automatic "A" if the student received the job.

Family Communication

Assign the student to decide on a family problem he or she wants to solve. The objective is to apply communication concepts and improve family interaction.

ACTIVITIES

Organization Activity: African Americans

Objective:
To test and improve organizational skills.

Suggested format: Individual assignment

Instructions:
A topic or phrase outline makes effective speaking notes. Below are topics and phrases that relate to the subject of African Americans. Arrange each statement into a logical organizational pattern. Overall, use a chronological organizational structure.

After the Revolutionary War
Growth of Slavery
Slavery in America
In Colonial Times
After Reconstruction
Through the World Wars
Free Blacks
Changing Status of African Americans
Emancipation
The Black Panther Movement
Unrest in the Cities
Black Power
The African Heritage
The Slave Trade
The "Black Revolution"
New Civil Rights Acts
Violence and Racial Tension
Black Militancy
The King Assassination
Student Militancy
The Civil Rights Movement
The Legal Battle.
Conflict Among African Americans
African Americans Today
Origins

Follow-up questions:

1. Is the number of main points appropriate for a speech?
2. How could this outline be narrowed for an effective speech?
3. How could you effectively introduce and conclude this speech?

Adapted from The World Book Encyclopedia. (1984). B Volume 2. Chicago: World Book, Inc.

Answers to Organization Activity: Black Americans

I. Origins
    A. The African Heritage
    B. The Slave Trade
II. Slavery in America
    A. In Colonial Times
    B. After the Revolutionary War
    C. Growth of Slavery
    D. Free Blacks
III. Changing Status of Black Americans
    A. Emancipation
    B. After Reconstruction
    C. Through the World Wars
IV. The Civil Rights Movement
    A. The Legal Battle.
    B. The "Black Revolution"
    C. New Civil Rights Acts
    D. Violence and RAcial Tension
V. Black Militancy
    A. Unrest in the Cities
    B. Black Power
    C. The King Assassination
    D. Student Militancy
    E. The Black Panther Movement
    F. Conflict Among Blacks
VI. Black Americans Today

Speech Topics Discussion

Below are a list of potential speech topics. Which do you think would be appropriate to give in class? Along your interest lines?

AIDS
Apathy
Attendance (punctuality) in classes
Bargains in...
Best... (restaurant, theater, apartment complex, fraternity, campus organization, course on campus, etc.)
Books
Campus museum
Challenges
College courses
Competition
Computers
Crime
Current Events
Dressing more fashionably
Driving and drinking
Eating out
Entertainment
Exercise
Faculty office hours
Films
Graduate Record Examination
Health
History
Homesickness
Honesty (Problems with plagiarism, computer sabotage, etc.)
Improving your GPA
International students
Intramural sports
Job placement services
Local culture
Meeting new friends
Maintaining long distance relationships
Newspaper
Nutrition
Parking problem on campus
Persian Gulf
Physical fitness
Planning
Politics
Pool
Registration
Religious/spiritual support

Research
Safety
Scientific contributions by alumni
Shopping
Speakers on campus
Sports
Student advising
Student performances (choir, orchestra, theater, art, etc.)
Student politics
Student union
Study abroad
Study habits
Study groups
Telephone
Technology
Things to do
Town-gown relations
Utilities
Winter activities

Introduction to Groups

Objective:
a. to meet other students in the class.
b. to demonstrate the value of student participation in the learning process.

Instructions: The instructor will select class members to participate in two group discussions. The group members should participate, brainstorm, and discuss.

Participation is when each student contributes to the discussion. Not only should the individual talk, but he or she should encourage others to contribute. An effective participant will contribute by:
a. asking questions of fact
b. stating facts
c. asking questions of opinion
d. stating opinions.

Brainstorming is when people throw out as many ideas as possible, but they do not evaluate them (say they are good or bad). The purpose is to stimulate the thinking of other people. For example, one person's "crazy" idea may cause someone else to think of an excellent idea, thus the "crazy" idea served as a foundation for good thinking.

Group discussion is a type of human communication. It contains several characteristics:
a. the group involves three to approximately twenty

b. the group interacts with each other in face-to-face communication
c. the group has a purpose, and members have common goals
d. the group meet more than once, usually over a period of time.

Group 1: What are the advantages of getting work done in a group?

Group 2: What problems do groups normally face that reduce the quality of their work?

Group 3: What are the personal benefits What do you find personally rewarding about your relationships with other group members?

Group 4: What sorts of personal problems do people face when they try to solve a problem in a group?

Follow-up questions:

1. Have you had other classes which required active participation in the learning process?
2. If so, how did you feel about the class?
3. How do you think a participation class will affect your memory of principles you learn?
4. Of the teaching methods listed below, what do you like best and least about each?
    a. lecture method
    b. class questioning and discussion
    c. computer-assisted learning

Communication Model Activity

Objective: to learn a definition of communication, and formulate a creative communication model which contains the essential elements of the process.
Models serve several important functions in the study of communication because:

1. Models simplify a complex process into an understandable unit.
2. Models visualize an abstraction.
3. Models form a unified whole from separate elements.
4. Models provide a way of finding the common threads of events that vary from individual to individual, from situation to situation.

Suggested format: Small group

Instructions:

To prepare for this activity, read the chapter in your book relating to the communication process. Your instructor will assign one person in each group to bring the following to the next class meeting:
Person 1: Bing colored paper and colored markers.
Person 2: Bring scissors and tape.
Person 3: Bring a coat hanger, rubber bands, paper clips.
Person 4: Bring several old magazines and newspapers (you are willing to cut apart).
Person 5: Carefully read the chapter in your book about the communication process, and bring the book to class so that you can be the information resource.

To complete this activity, answer each question, and work together on the project as a group. Select one person in the group who will explain your model to the rest of the class.

1. Write out a definition of communication on which group members agree.

2. Give one example situation (hypothetical or real) which typifies the definition of communication above.

3. What are the major components of the communication process (for example, sender, receiver, message, and more)?

4. There are several advantages in using models:
   a. Models give a concrete form of an abstract process.
   b. Models simplify a complicated process.
   c. Models provide a visualization and conceptualization of an idea.

Use the materials that group member brought to construct a model of the communication process. Label the parts, and select your most effective spokesperson to explain the process to the rest of the class. Each group's model should be different from the one in your textbook. Come up with a creative idea that still contains the major components.

Follow-up questions:
1. Which model best included all the parts of the communication process?
2. Which model was the most creative?
3. Which model was the most effective representation for the majority of class members?

Nonverbal Violation Activity

Objective: to observe the behavior of others when one violates accepted nonverbal behavior.

Suggested format: Individual

Instructions: Read the activity below. Write up a summary of your observations, and be prepared to discuss it during your next class session.

Nonverbal communication is nonword communication. It may include your use of body, vocal volume, gestures, vocal rate, use of space, and other nonword communication. Although most of us never study specific nonverbal meanings, we do have interpretations of nonverbal communication. To interpret correctly, we must consider the culture, the individual, and the situation.

In this activity, think of a nonverbal "crime" you can "commit." Don't really do anything illegal, or anything that will get you into trouble. Simply nonverbally violate what we consider acceptable in our culture. Below are some examples.

Example one. When we ride in an elevator, we normally look at the lights that indicate the floors. People generally look toward to the doors. One student stood at the front of the elevator, and looked directly into the eyes of the other people on the elevator.

Example two. We establish our own personal space and territory. When one student ate lunch with a friend, he reached across the table, and speared food off his friends plate. Without asking his friend, he simply took the food and ate it. After he observed the friend's reaction, he explained that he was conducting an "experiment" for his communication class.

1. Summarize the nature of the nonverbal crime.
2. What did you observe in the behavior of others?
3. What conclusions can you draw about nonverbal communication based on this one experience?
4. Find a concept and explanation from your textbook that directly relates to the nonverbal crime your committed. Write out a quotation from your textbook (include the page number).

*****IMPORTANT*****

You must NOT do anything illegal, disruptive to other students or teachers, or that violates college policy in any way!

Planning the Discussion Presentation Activity

Objective: to guide the planning process for group presentation.

Suggested format: the same group members who are assigned to work together for their class presentation.

Instructions: Discuss each item, and have someone in the group write the answer below. Be sure to discuss your progress with your instructor.

1. Brainstorming is when people throw out as many ideas as they can, as fast as they can, without judging them. Even "off the wall" ideas will generate ideas in others. Do that now. Come up with a list of possible topics for your group presentation.

2. After you have a list, try to focus and narrow to a couple that everyone can think about. Your topic will need meet several criteria:
   (a) One of interest to the group members
   (b) One relevant to the rest of the class, narrow enough to handle in one class period
   (c) One with available information so you can research it at the library
   (d) One appropriate to the classroom situation and overall assignment.
   (e) One that lends itself to problem solving discussion.

3. After you reach consensus as a group, decide on your topic, narrow it, and receive instructor approval.

5. Phrase a question for discussion. The topic must meet the following criteria:
   (a) The question needs to be open-ended.
   (b) The question needs to lead to problem solving discussion.
   (c) The question needs to direct the discussion.
   (d) The question needs to be answerable.Review in your book how to phrase a question. What is your question for discussion?

After you receive instructor approval, go to the library as a group to do the following activity.

Group Library Activity

Objectives: The purpose of the activity is to demonstrate to the student four concepts.

a. Supporting materials are necessary for a strong message.
b. The variety of materials available is greater than most people think.
c. The library is a good resource for message preparation.
d. No matter how experienced a student may be with the library, group members can learn more about their library.

Suggested format: Small group.

Instructions: Use this opportunity for group members to learn from each other, and become familiar with the library. Each individual is bound to know something about the library which he or she can share with other group members. If group members do not know the library well, talk to librarians, and learn! A good place to start is the reference desk or card catalog. You must conduct this is a group activity, in which everyone works TOGETHER. If you divide the task and fail to work together, you will receive zero credit for the activity.

Work together to find supporting materials for your discussion. Give a summary of the nature of the support, and cite the specific sources below: author, book or magazine, year, page. Each group needs to come up with at least four types of support listed below. Turn in at end of class period (or the beginning of the next session).

Example:

Statistics:

Story or testimony:

Visual aid: (describe what you would do or use)

Analogy:

Anecdote:

Definition:

Testimony/Quotation:

Improving Conversation Activity

Objective: to improve one's everyday conversation.

Suggested format: dyads or small groups.

Instructions: Discuss each question, and write a summary of your answers. Be prepared to share your ideas with the class.

1. Name three types of interpersonal situations you find interesting and enjoyable (for example, talking to a friend).
2. Name three types of interpersonal situations you find difficult (for example, a job interview).
3. Name three topics which you consider easy to discuss. Why are they easy?
4. Name three topics which you consider difficult to discuss. Why are they difficult?

------Grice's Conversational Maxims--------

5. Below are suggestions for improving conversation. Discuss each, and rate each. How effective is each suggestion, and how well do you do it?
   a. Look for something interesting in other people.
   b. Talk at an appropriate rate.
   c. Nod your head, smile, and indicate understanding while your listen.
   d. Approach conflict or disagreement tactfully.
   e. Avoid talking about yourself too much.
   f. Ask questions.
   g. Encourage others.
   h. Relay compliments.
6. Write five additional suggestions for improving conversation. You may refer to your textbook for ideas.

Follow-up question:

1. Why is effective conversation important?
2. Do we appropriately try to improve our conversational ability?
3. What are the most effective ways of improving conversation?

Group Accuracy: Human Rights Activity

Objective: To observe the role of accuracy and time in group processes.

Suggested format: Do individually, then do in groups, then discuss as a class.

Instructions

Below are a list of developments in human rights. First, read through the list, then indicate in the blank, the year you think the event occurred.

Second, your instructor will divide the class into small groups. Each group will discuss the events, and try to give their best estimate of the date. Note: Correct Answers are listed in the Instructor's Guide. A date may be used more than once.

Civil rights are the rights and freedoms that an individual may have as a member of a nation, a state, or a community. In what year did the we receive the following human rights?

1. The thirteenth amendment abolished slavery.
2. The fifteenth amendment prohibited states from deny people the right to vote because of their race.
3. The federal government established the Equal Employment Opportunity Commission (EEOC) to enforce fair employment practices.
4. The nineteenth amendment gave women the right to vote.
5. The United States Bill of Rights
6. Court case Brown v. Board of Education. The Supreme Court ruled that segregation in public schools was unconstitutional.
7. The United States government established a policy of equal pay for equal work.
8. The Civil Rights Act banned discrimination based on color, race, national origin, or sex.
9. The fourteenth amendment forbid the government from depriving a person of life, liberty, or property "without due process of law." It also make former slaves citizens.
10. The Civil Rights Act ordered hotels, restaurants and other businesses to serve all people regardless of national origin, color, religion, or race.

Answer Sheet
To score, determine the difference between answers, without regard for whether the answer is positive or negative. In other words, find the number of years difference between you answer and the actual date. Determine the difference between the correct answer and the individual answer, and add for the individual score. Subtract the difference between the correct answer and the group answer, and add the differences together. The lower the score, the higher the accuracy.

Individual Answer	Difference from Correct Answer	Correct Answer	Difference from Correct Answer	Group Answer
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Follow-up questions:

1. Were you surprised by any of the correct answers?
2. Did you expect certain group members to know answers more than others? For example, did you expect the women to know the date that women received the right to vote?
3. Is it right to make generalizations or have certain expectations because someone is a certain sex or race?
4. Are individual or group decisions more effective in this case?
5. What was the role of extremes?
6. If your group averaged answers, were your decisions as close as other groups?

Answers to Group Accuracy: Human Rights Activity

1. 1865
2. 1870
3. 1964
4. 1920
5. 1791
6. 1954
7. 1940
8. 1964
9. 1868
10. 1964

Ch. 7, Things to Do, p. 17

FEEDBACK FORMS

Speech Feedback Form

Speaker:	Time used:
Listener:	Grade:
Assignment:	

Comment on each item. Make specific suggestions.

1. Write out the speech purpose:

2. Write out the main points of the speech:

3. Speech Delivery (bodily elements, vocal variety, nonverbal communication supports message)

4. Organization (introduction, body, conclusion, appropriate organization of main points, use of signposts and transitions, logical order, clearly understood)

5. Supporting materials (cited sources of information, used variety of evidence, audio-visual aids used appropriately)

6. Other (general effectiveness, credibility, speaker attitude, audience analysis, suggestions)

Video Self-Evaluation

Speaker name:____________________

Assignment:______________________

With whom did you view the playback:______________________

In general terms, rate your effectiveness in these areas:

1. Control of nervousness:

2. Adaptation to audience and occasion:

3. Content, particularly reasoning and supporting materials:

4. Language and grammar:

5. Delivery:

6. Use of Audio-visual aids:

7. Anticipated changes for next speech:

Speech Feedback Form

Speaker name:__________________________ Date:__________

Listener name:__________________________ Time/Length:______

What was the specific speech purpose?

What were the main points of the speech?

Give the speaker feedback on each of the following items:

1. Speaker ethics:
2. Control of nervousness:
3. Perception:
4. Topic selection and purpose:
5. Analysis of audience and occasion:
6. Planning and research:
7. Reasoning and supporting materials:
8. Organization
9. Outline
10. Introduction and conclusion:
11. Language
12. Delivery
13. Audio-visual aids:
14. General comments and suggestions about the speech:

Informative Speech Listener Participation Sheet

Purpose: To encourage student participation, effective listening, and more balanced interaction.

Save this sheet, and turn it in on the assigned date. Use the sheet over the next week or so, while listening to Informative Speeches.

As listener, I added information following the speech.

Speaker's Name: Topic: Date:

As listener, I asked a question of the speaker.

Speaker's Name: Topic: Date:

"To indicate effective listening and participation, I have expressed my opinion, added information and asked questions after student speeches as indicated above."
Signature:

Persuasive Speech Listener Participation Sheet

Purpose: To encourage student participation, effective listening, and more balanced interaction.

Save this sheet, and turn it in on the assigned date. Use the sheet over the next week or so, while listening to persuasive speeches.

As listener, I added information following the speech.

Speaker's Name: Topic: Date:

As listener, I asked a question of the speaker.

Speaker's Name: Topic: Date:

"To indicate effective listening and participation, I have expressed my opinion, added information and asked questions after student speeches as indicated above."
Signature:

Interview Feedback

Interviewer (1): Date:
Interviewee (2): Time used:
Listener:
Assignment:

1. Write the purpose of the interview:

2. To what extent did each person meet his/her personal objectives?

3. Nonverbal elements (check on scale, make comments underneath)

Person 1 Involved----------------------Distant
Person 2 Involved----------------------Distant

Person 1 Brief touch------------------No touching
Person 2 Brief touch------------------No touching

Person 1
Animated (head nod, facial expression)------------Dead pan
Person 2
Animated (head nod, facial expression)------------Dead pan

Comments:

4. Listening

Person 1 Listened well------------------Daydreaming
Person 2 Listened well------------------Daydreaming

Person 1 Responsive listener-----------Little response
Person 2 Responsive listener-----------Little response

Comments:

5. Effective Questioning

Person 1 Open----------------------------Closed
Person 1 Open----------------------------Closed

Comments:

Feedback Form: Using Supportive Climates

Person 1:
Person 2:
Observer:

Date:
Topic:
Time used:

Indicate on each scale below the degree to which the individual provided a supportive or defensive climate. Give an example of each.

Person 1: Description-------------------Evaluation
Person 2: Description-------------------Evaluation
Examples:

Person 1: Problem orientation--------------Control
Person 2: Problem orientation--------------Control
Examples:

Person 1: Spontaneity---------------------Strategy
Person 2: Spontaneity---------------------Strategy
Examples:

Person 1: Empathy-----------------------Neutrality
Person 2: Empathy-----------------------Neutrality
Examples:

Person 1: Equality----------------------Superiority
Person 2: Equality----------------------Superiority
Examples:

Persona 1: Provisionalism-----------------Certainty
Persona 2: Provisionalism-----------------Certainty
Examples:

SELF-ASSESSMENT TESTS

There are no right or wrong answers to these tests. The statements were compiled from interviews and essays from students. The purpose of each test is to help you contemplate your own intrapersonal processes. How effectively do you interact with others? Would you like to change some of your behaviors? How do some of your answers compare with your classmates?

Intrapersonal Self-Assessment Test

The following statements are about the self-talk or intrapersonal communication processes. For each statement, indicate whether you:

a(1): Strongly agree
b(2): Agree
c(3): Neutral or don't know
d(4): Disagree
e(5): Strongly disagree

1. In my imagination, I have conversations with my lover.

2. When I get upset with someone, I don't call or write, I talk it out with myself.

3. I calm myself down to sleep by imagining I'm talking to someone.

4. I seldom "bitch" at someone in my imagination.

5. While I'm driving in the car, I sometimes have imaginary conversations.

6. In my imagination, I have conversations with people I should have confronted.

7. Sometimes I imagine myself on a job interview, getting my foot in the door, or being promoted.

8. I imagine getting up the nerve and tact to tell someone something that is very difficult to say.

9. In my imagination, I have conversations with people without feeling shy or having to watch what I say.

10. Sometimes I have imaginary conversations out loud.

11. Sometimes I record messages to myself on audio tape and play them back to me.

12. In my imagination, I have conversations with my "X."

13. I have daily conversations with God.

14. I imagine conversations with a performer I idolize.

15. In my imagination, I have conversations with myself mostly. I call myself by name, I am speaking to another me.

16. I keep a journal for myself.

17. I have imaginative conversations with famous people, sometime ones who have died.

18. I really don't have conversations with anyone in my mind.

19. God doesn't speak to me like Oral Roberts, but we do communicate.

20. I think people would think you are "off the wall" if you had imaginary conversations.

21. I have imaginary conversations with important people and tell them about things that need to be changed.

22. I have imaginary conversations with myself when my feelings get hurt, so I can let those frustrations out without getting angry.

23. I carry on conversations with myself most of the time.

24. The content of my conversations varies depending on my mood.

25. Every once in a while I have conversations in my imagination when I am distracted or bored.

26. I use imaginary conversations to help me think through problems.

27. I never have conversations in my imagination.

28. In my imagination I have conversations with myself. After talking aloud, I feel consoled. It's not like I am actually talking to someone.

29. I sometimes talk to someone who died, who was very special. I wonder what that person would have told me to do.

30. I yell at someone in my imagination about once a week.

31. In my imagination I have conversations with people in my future.

32. I seldom have imaginary conversations because most of the time I say what I feel.

33. In my mind's eye,I have conversations with myself, especially when I do something great or bad.

34. Sometimes I talk to myself in the mirror.

35. I use my imagination to help me organize and rehearse messages.

36. When I'm sorry about something, or something good happens, or just whenever, I have a conversation with God.

37. I have imaginary conversations with someone I care about who is away from me.

38. I have imaginary conversations where I replay a conversation that I would have liked to have taken place.

39. I seldom day dream.

40. In my mind, I give advice to someone important to me.

41. Having inner conversations make me feel foolish and lose touch with my surroundings.

42. I have an imaginary friend I talk to.

43. I talk about my imaginary conversations with other people.

44. Sometimes I talk to myself about things I have to do.

45. I have imaginary conversations with people I'm trying to influence in my direction.

46. When I exercise, I imagine conversations.

47. Sometimes I talk to someone my imagination, then I become confused about whether or not I actually said it to them.

48. In my imagination I have conversations with people of power.

49. In my imagination I have conversations with my higher self. That part of me guides me and provides wisdom and insight when I need it!

50. Sometimes I write letters or notes to myself.

51. In my mind, I practice using more tact.

52. I imagine romantically related conversations.

Meeting People Self-Assessment Test

The following statements are about the process of meeting people. For each statement, indicate whether you:

a(1): Strongly agree
b(2): Agree
c(3): Neutral or don't know
d(4): Disagree
e(5): Strongly disagree

1. People who avoid a handshake are socially rude.

2. I believe I'm in control of my nonverbal cues and can reveal the impression I want when first meeting someone.

3. I prefer meeting someone in my territory--my home or office.

4. My criteria for judging first impressions has changed over the years.

5. People shouldn't be judged by the initial impression that they give.

6. I don't like it if they first touch me--like on the arm--when we just meet.

7. My favorite setting is a place where we are all more relaxed and in a more honest mood, like in a church for example.

8. People who put up obvious fake fronts during initial contact usually are the type of people who end up to be not worth knowing.

9. A friendly surrounding would have the curtains open, lots of light, plants, and bright colors.

10. A person's speech and grammar seldom affect my first impression.

11. People who use a lot of gestures in communication are more imaginative or creative.

12. I only notice the extremes of a person's appearance, such as bad odor or too much make-up.

13. I think I form stronger first impressions and tend to stick with them more than many people do.

14. I've only been wrong a few times with my first impression of a person.

15. It's sad to admit, but I think looks are important because, often times, that's all you've got to go by when you meet someone.

16. First impressions are never forgotten.

17. If a person greets me initially with open arms, I feel very threatened.

18. I do not like people who talk in my face and invade my space.

19. People shouldn't be judged by the initial impressions they give.

20. People who care about their appearance and taking care of themselves are more dependable than others.

21. I can tell by someone's outward appearance whether or not they can be trusted.

22. I have a low opinion of a person if they use profanity.

23. I always try to maintain secrets because not sure how people will perceive my openness.

24. I can tell a lot about whether I will like someone by their surroundings. I notice the way they decorate a room, the book they're reading that they left on the coffeetable, things like that.

25. I feel most comfortable talking with someone in a familiar setting-- whether it's my house or a restaurant--where I feel like I have some control over the conversation and the setting, and I'm not "locked in."

26. I tend to form better first impressions of people that are from the same class and age group as me.

27. It is usually hard for me to change my first impression of someone after I see different sides of them after being with them for a while.

28. It is a challenge to meet new people and remain composed.

29. On first encounter we do things because we want to be liked.

30. If someone is unpleasant to me when I first meet them, I find it hard to like them for some time.

31. I am more critical of people of the same sex than those of opposite sex when I first meet them.

32. I hate weak handshakes because they mean the person really doesn't want to meet you.

33. Words reveal more than facial expressions, but both are important.

34. Sometime I talk too much when I first meet people.

35. I'm not sure I trust those who at first begin talking about themselves rather than leaving the door open to discussion.

36. I like being able to see a person's things--the kinds of pictures they put on the wall, the furniture in their living room, their tastes--when I meet them.

37. I communicate better outdoors, because there is more to talk about.

38. I try to be middle of the line and appeal to everyone.

39. It is easier to communicate with women.

40. First impressions are seldom important to me.

41. If I'm meeting someone, I just know whether I like them or not. It just clicks.

42. People who wear bright colors appear to be calm and sensitive.

43. It's harder for me to speak with someone wearing a five hundred dollar suit than one wearing a hundred and fifty dollar one.

44. If someone uses swear words it doesn't make any difference to me.

45. I usually judge a person on their first sentence--hardly ever on an entire conversation when we first meet.

46. I have to think hard to find topics to talk about when I first meet someone.

47. A home or office that is messy points to an irresponsible person.

48. A bright sunny day makes it easier for me to communicate.

49. Pleasant subtle odors (incense, cologne, food) promote a friendly atmosphere.

50. I am usually more concerned about what they think of me and take less time to read an accurate impression of them.

51. I have a harder time talking to the opposite sex than my own.

52. It is easier to meet people at parties or in groups.

54. I will talk to someone while standing in line, like when at a football game or movie.

Chapter 8: Activities to Improve Teaching

"Education is what remains when we have forgotten all that we have been taught."
--George Savile, Marquis of Halifax, 17th century English politician and author

This chapter contains activities designed in workbook format to help the teacher improve his or her instruction. The activities may be used by the individual teacher, as part of a pedagogy class, or for faculty development.

Case Study: The Test Bank Is Out

OBJECTIVE: To stimulate discussion on a real-life teaching situation

Britt was a first year graduate teaching assistant in a basic course with about 1000 a semester. He just graduated from college and began teaching the course as part of his graduate assistantship. He was given responsibility for two sections of the basic course. Britt received support for his instruction through weekly meetings with the course director, a solid textbook, teacher's manual, and the course supervisor's guidebook for teaching the basic course. Britt often didn't feel like a teacher, though. He felt more like a college student himself. The change in roles from classes he taught to classes he took was confusing. He wasn't sure how much distance to have with his students. He didn't think he was a great teacher, but he wanted to be liked.

The basic course had a common mid-semester examination for all sections. The common test was used to ensure consistency of instruction and also as a means of evaluating teacher success. Those teachers whose students were motivated to learn the material should receive consistent test results. There were four forms of the test--each with different questions--then additional forms with the questions arranged differently. Form A was given on Tuesday morning (for Tuesday-Thursday classes). Form B was given on Tuesday afternoon and evening (for Tuesday-Thursday classes). Form C was given Wednesday morning (form Monday-Wednesday-Friday sections). Form D was given Wednesday afternoon and evening (for Monday-Wednesday-Friday sections). The course director prepared the exam primarily from the textbook instructor's manual, and gave all teaching assistants a study guide to use with their students. Because the pool of questions in the instructor's manual was used each semester, the course director told teaching assistants orally and in writing that they must keep close guard on their copies of the teacher's manual. The test questions must not get out.

About a week before the big examination, Britt started to worry. He didn't seem to have very good control in his classroom. His lectures degenerated whenever the students started talking. He was afraid that the students wouldn't do very well on the exam. Although he went over the test study guide, a couple female students came to his office asking for additional study help. He decided that he would lend them a copy of them his copy of the instructor's manual. "Be sure to give it back to me tomorrow," he said, "because it's important that I don't lose it."

Case Study: "I'll Do Anything"

OBJECTIVE: To stimulate discussion on a real-life teaching situation.

Karen was a first year college student. During the Fall semester she was totally enthralled with going away from home and starting school at the major state university. Unfortunately, she was so caught up in making friends, dating, attending football games, and similar activities, she came home with mostly "D's" her first semester. Her parents had warned her that she must do better Spring semester.

In Karen's basic communication course, the teacher figured grades at mid-semester so that students will know how they were doing. The teacher encouraged students who were not passing with a solid "C" to consider dropping the course rather than risk a "D" or "F" in the course. Karen's grade was a high "D" at that point. The teacher figured grades again during the last week so that students would know where they stood going into the final exam. By this point, Karen had failed to give one speech, and her grade slipped to a high "F."

Karen decided that she had better go in to see the teacher for help. Karen said: "My grade is really low in here. What can I do to bring it up?"

Dr. Havahart responded: "I suggest you study really hard for the final exam. Did you receive a copy of the study guide I gave in class?"

"Well, if I get an A+ on the final exam, what grade will I get in the class?"

Dr. Havahart figured her grade, and responded "You know I'm not weighing the exam very heavily. I'm afraid a 'D' is the best you can do."

"No, you don't understand," said Karen, "if I don't get a 'C' average, then my parents won't let me come back here to school next year. Let me do some extra credit."

"I've already told the class that there is no extra credit."

"Melissa said you let her do extra credit."

"That's not correct. Because Melissa is on the tennis team and had to miss class, I gave her a special assignment to make up for classes she missed."

"That's fine. Give me a special assignment to make up for classes I missed."

"Your absences were not pre-excused like Melissa's absences."

"But I have a good excuse for those classes."

"Then you should have talked to me about your absences back then."

"I couldn't because I wasn't in class."

"You could have talked to be in advance of the absences. You could have called and left a message. You could have talked to me when you came back to class. I explained the make-up policy in class and wrote it in your syllabus. There isn't any way you can make up a speech, for example, when there are no classes left in the semester."

"You're one of my favorite teachers, Dr. Havahart. I'll do anything you want me to do to get a "C" or better in this class."

"Karen, I don't see any way you can get above a "D" in this class. Perhaps you should concentrate your efforts on your other classes since you can probably pull your average up through those."

"No, I'm having trouble in some of those too. Dr. Havahart. You've got to give me a good grade."

"I don't give grades, Karen, students earn them" responded Dr. Havahart.

Then a change in vocal tone and facial expression came when Karen said: "I'll do anything and I won't tell anyone."

Board Game

OBJECTIVE: To stimulate creativity and discussion through a "fun" format.

Either the students or the teacher can design a game board to stimulate discussion about issues in teaching.

First, make a game board with squares to advance from beginning to end (much like Monopoly or other games). Write different things on the square, such as "Department Chair gives you a compliment, advance one extra space." On a number of spaces, indicate "draw situation card," or "draw question card." The instructor can buy game pieces from a teacher supply store, use pieces from home, or coins. You may find it helpful to divide the class into small groups, each conducting their own game. Bring a bag of apples for the game winners and give an apple to the teacher.

"Situation cards" can be difficult situations that the teacher may encounter that require thinking and decision making. There are no right or wrong answers--well, maybe there are--but the questions are designed to stimulate discussion. You can come up with the questions or have the students design the game questions. Some examples:

1. Some of your students call you by your first name while others use a formal address. What do you do?
2. One of your students gives a speech on alcohol and brings a case of beer to class. What do you do?
3. You are driving down the street and one of your students is hitch-hiking and sees you. What do you do?

"Question cards" are questions about course content. Take questions from the teacher's manual of the course textbook and make enough copies for each game board. Be sure the questions have the answers so one player can read the question. If the player gets the answer correct, he or she can advance an extra space.

Course Importance

OBJECTIVE: To consider the importance of this course.

Activity: The basic communication course is very important for a variety of reasons. Rank the following reasons from what you consider most, to least important. Add any additional reasons you may have.

1. Each of the basic course students comes with expectations that include a desire to improve their communication skills.
2. The department's reputation is closely tied to the reputation of the basic course.
3. Many colleges have selected this course as a requirement because they consider the skills taught to be valuable.
4. Many of the students in the basic course will become interested in the field, and change to communication majors.
5. The teacher will learn as much as the students (maybe more): about communication content, teaching, oneself, and working with others.
6. Many students will come to the basic course with serious speaking anxiety, yet they are required to pass the course.
7. Other departmental members will learn about department teachers through what they hear from students.

Teaching Methods

OBJECTIVE: To evaluate one's attitudes about effective teaching methods.

Activity: Circle whether you agree or disagree with the statements below.

The most effective instructor...
A D 1. knows his/her subject very well.
A D 2. uses a formal approach.
A D 3. adapts to student needs.
A D 4. gives an average grade of "C."
A D 5. has specific objectives for each class session.
A D 6. uses a balance between positive and negative feedback.
A D 7. uses a variety of teaching techniques.
A D 8. has years of experience behind him/her.
A D 9. admits when s/he is wrong or makes a mistake.
A D 10. never shows favorites.

Self-assessment. Consider each item below. Circle whether you feel secure (yes, no) about each.
Y N 1. Teaching interpersonal communication.
Y N 2. Teaching public speaking.
Y N 3. Teaching small group discussion
Y N 4. The communication process.
Y N 5. Teaching people my own age or older.
Y N 6. Making a good appearance before my class.
Y N 7. Handling teaching and being a student at the same time.
Y N 8. Being located here.
Y N 9. Organizing my time effectively.
Y N 10. Preparing to teach each class session.
Y N 11. Attending this university.
Y N 12. Competing in this department.
Y N 13. Having a base of strong support for teaching.
Y N 14. Having the academic support I need.
Y N 15. Having the personal support I need.

Going Through Change

OBJECTIVE: To recognize stages of change.

Activity: When a person goes through major change in his/her life, it causes certain emotional responses. You and your students may be going through some very high stressors: moving, starting a new school, starting a new job, being cut off from old friends and/or family, changes in routine, and more. Below is a list of stages of change. Consider:

1. Where are you in the process?
2. Where do you think a freshman student would be during this semester?
3. What can you do to respond to your own needs, and move through to the rebuilding stage?
4. What can/should you do to assist your students?

Four Major Stages Caused by Change

I. Disbelief
  A. Shock/Denial
  B. Isolation
  C. Anger; envy; resentment
II. Depression
  A. Guilt
  B. Martyrdom
  C. Mourning: come face to face with the fact that there is a need to re-adjust goals and expectations.
III. Acceptance: setting goals
IV. Rebuilding: being honest and communicative, while keeping a positive attitude.

Graduate Teaching Assistant Motivation

OBJECTIVE: To increase teaching assistant motivation for handling the course effectively.

Activity: Many Teaching Assistants see little relevance between teaching the basic communication course and their future vocational plans. Below is one reason why one may benefit from learning effective teaching methods. As a group, come up with a list of others.

1. Work supervisors spend the vast majority of their time communicating with and teaching others.
2. (List others.)

Responding to Educational Research

Objective: To base one's teaching on the findings of educational research.

Activity: Take the test below, then compare your answers with those of educational research (multiple studies).

True-False Questions. Mark at the left of the statements which you think are true and which are false.

1. The more time spent, the better the learning.
2. The smaller the class, the more effective the learning.
3. Mastery learning is more effective than the traditional lecture-discussion method.
4. Programmed instruction is more effective than the traditional lecture-discussion method.
5. Lecture method is more effective than discussion on retention and attitudes, but may not affect achievement.
6. Student-centered instruction is more effective than instructor-centered discussion on attitude and understanding, but may not affect achievement.
7. Student-led discussion is more effective than instructor-led discussion regarding student achievement and attitude.
8. The higher the motivation the better the learning.
9. The higher the social class, the better the learning.

Ranking Questions.

10. Indicate at the left whether your consider each teacher behavior very important (*), somewhat important (+), or not important (-) regarding effective learning. How do the following teaching traits impact student achievement?
    a. Clarity

b. Flexibility
c. Enthusiasm
d. Structuring
f. Use of student ideas
g. Task orientation
h. Indirectness
j. Sparing criticism

11. Some teachers use an open classroom environment, in which they use flexibility and independent student learning assignments. Other teachers use the traditional classroom approach with a lecture-discussion method and all students working together on the same assignments. Of the various student benefits listed below, which do you think would increase in classroom using the open approach?
a. Creativity
b. Curiosity
c. Cooperation
d. Independence
e. Attitude
f. Self-concept
g. Self-determination
i. Achievement
j. Freedom from anxiety

12. The teacher strongly influences the climate in a classroom. Any experienced teacher knows, however, that each class develops a type of personality caused by the students and teachers in the classroom. Certain types of climates will enhance learning, and teachers will find it advantageous to encourage certain types of behaviors. Below are a list of social-psychological climates one may find in the classroom. Which do you think will contribute most to enhancing student learning.
a. Satisfaction
b. Difficulty
c. Cohesiveness
d. Environment
e. Democracy
f. Goal direction
h. Competition
i. Formality
j. Speed
k. Diversity
l. Apathy
m. Favoritism
n. Cliqueness
o. Disorganization
p. Friction

Adapted from Borg and Gall, (1983) Educational research, New York: Longman, pp. 5-9.

Answers to Educational Research Test

The results of literally hundreds of educational research studies were compiled. Research supports that all the true-false statements are true. On the ranking questions, they are listed in order from the items which the most research studies have shown to have a positive effect. Note that letters are skipped. At the place where each letter is skipped, the percentage of research supporting the benefits of the particular item substantially drops. On question 12, items listed from "h." "Competition" through the end of the list may adversely affect learning. For a summary of the research results, see the Borg and Gall book cited on the test page.

Philosophy Exercise

OBJECTIVE: To help the instructor examine his or her philosophical framework for teaching the basic communication course.

Activity: Answer the following questions.
1. What is the purpose of education?
2. What is the purpose of college education?
3. What is the purpose of communication education?
4. What is the purpose of the basic communication course?

Setting Priorities

OBJECTIVE: To organize one's priorities regarding responsibilities.

Activity: Below is a list of responsibilities a teacher may have each year. Cross out the ones that are inappropriate, add others that are appropriate to use, and rank order their importance. Review a calendar, and put important dates (and time allotments) at the right.
1. Family responsibilities.
2. Teaching the basic communication course.
3. Religiously based commitments.
4. Job hunting.
5. Preparing a final exam.
6. Preparing a mid-term exam.
7. Course work I am taking.
8. Major paper(s) I have to write.
9. Graduate thesis.
10. Vacation or recreation plans.
11. Outside job or project.
12. Community or volunteer work.
13. Political responsibilities.
14. Conference attendance.
15. Publication of work.
16. Student advising.
17.
18.
19.
20.

Chapter Analysis

OBJECTIVE: To familiarize each teacher with the textbook, and to provide sufficient planning materials to be able to teach the course effectively.

Activity: Begin by skimming the book (go back and read it after you have done your chapter analysis). Each teacher will be assigned to read one or two chapters in detail and do the following:

1. Outline the chapter(s),
2. Come up with at least one activity to teach the chapter information, which can be used in class,
3. Write two test questions over material in the chapter,
4. Make copies of the outline and exercises for all teachers,
5. Present the material and discuss it with the rest of the teachers.

Encounters

OBJECTIVE: To develop approaches for handling potential problems.

Activity: Discuss "Common Concerns," view and discuss "Encounters with Teaching." If the videotape is not available, answer the following questions.

1. What should my students call me?
2. How realistic is the classroom speaking situation (amount of speech preparation time, topic selection, size audience, use of lectern, dress expectations, etc)?
3. How can I raise my credibility in the classroom?
4. What if I don't know the answer to a student question?
5. What attendance policy will I tell students to follow?
6. How will I handle make-up work?
7. Will I have the class meet together the entire period, every session?
8. What do I do if there is plagiarism or cheating?
9. What kind of discussion should I have after speeches?
10. What grading system should I use?
11. What are the qualities of a good teacher?
12. How will I handle sexism in the classroom?
13. How should I teach outlining?
14. How should I use critique forms? Should I grade them?
15. Should I time speeches?
16. How do I use videotape or audio-visual equipment?
17. How do I recognize extreme communication apprehension, and what do I do to help those students?
18. What is more important, speech content or delivery?
19. How will I handle a trouble-maker in class?
20. How can I encourage good study habits?
21. Should students applaud after speeches?
22. How will I set performance standards at the beginning?
23. Should I obtain personal information from students?
24. Should I become personally involved with students?
25. Where can I find ideas for improving my teaching, or handling problems?
26. How will I prevent racial prejudice in the classroom?
27. How will I avoid favoritism?

Planning Your Teaching

OBJECTIVE: To consider traditional and nontraditional teaching methods, in an effort to improve one's approach.

Activity: What are the characteristics, or pros and cons of the following teaching methods?

Lecture-discussion
Student led discussion
Mastery learning theory
Individualized instruction
Cognitive mapping
Case study approach
Questioning (written/oral)
Computer assisted
Audio-visual presentations

Criteria for Evaluating Students

OBJECTIVE: To establish grading criteria.

Activity: Write out answers to the following questions:
1. What criteria will I use in grading speeches and how will they be rated?
2. Will you rank speakers?
3. How will you decide who speaks when?
4. Will you grade the first speeches of a round differently than the last ones?
5. What are the specific attributes of an A, B, C, D, and F speech?
6. What will you do if you forget to record a grade?
7. How will you handle make-up speeches?
8. Will you grade differently at the beginning of the semester than at the end?
9. How will you weight speeches?
10. How will you grade and weigh outlines, and when will they be due?

Testing Methods

OBJECTIVE: To prepare an effective mid-term and final exam.

Activity: Answer the following questions:
1. What are the pros and cons of these testing methods:
    a. multiple choice

   b. true-false
   c. fill in the blank
   d. matching
   e. short answer
   f. essay
   g. oral exams

2. How will you weigh tests, weigh questions, determine grades, curve, etc.?
3. When and how will you write your tests?
4. How will you maintain security on tests?
5. How much will you tell students to help them study for the test?

Plan for the Semester

OBJECTIVE: To make an overall plan for the semester.

Activity: Consider the checklist below:

___1. Do you have your notes and exercises together in a notebook?
___2. Have your grade book, section assignment, etc.
___3. Do you know when and where to meet for the Seminar/Basic Course meetings during the semester?

Complete this schedule:

Date:	Person Contributing:	Seminar Activity:

Discussion Questions for Basic Course Teachers

OBJECTIVE: To provide feedback in course administration and instruction.

1. Of the various readings for this semester, which do you think had the most practical significance? Explain why and give the essence of the reading?
2. What is the function of educational objectives? Give one you would use in teaching.
3. Explain the various levels of testing? Give one example test question (on public speaking) for each level.
4. Do you have a mentor? Who? Why or why not?
5. What are the three basic causes of public speaking apprehension? What could you do in a classroom to help a student control his or her communication anxiety?
6. If you have the opportunity, will you use videotape in teaching speech? How?
7. Of the various subjects you may teach, for which are you least prepared? How will you adapt to your weakness?
8. Name and explain the criteria you will use in grading speeches.
9. Will you teach writing in a public speaking class? Explain and defend your answer.
10. What is the most important concept you studied in this course? Explain the concept and why it is important.
11. What will you do to stimulate and motivate your students?
12. How will you cope with disruptive students?
13. Find (or think of) a new activity to improve your students' creativity in a communication course.
15. What is a question that is still lurking in the back of your mind? What is a concern we have not addressed, or have not addressed satisfactorily?

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